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ABSTRACT

This report describes an in-service teacher education program that was implemented in a school serving students of low socioeconomic status. The program was designed to increase student achievement by increasing teacher recognition and reinforcement of student behavior. In a 5-day workshop held before the start of the school year, the researchers presented concepts of motivation; effective, nonpunitive techniques for controlling undesirable student behavior; the theory of positive reinforcement; means of preventing experiences of failure; and group and individual problem-solving skills. During the school year, the program included weekly and biweekly miniworkshops and a support system providing materials and technical assistance to participant teachers. Improving communication, gathering and transmitting information, and problem solving were the foci of the miniworkshops. Both the researchers and the participants evaluated the program at the end of the school year. Although many desirable behavior changes were observed, the goals of improving the student achievement and changing teacher and pupil attitudes and behaviors were not met. Factors that reduced the effectiveness of the program included the expectation of failure on the part of the principal and some teachers, low personal and professional self-concepts among many teachers, and a pervasive sense of pressure and futility. (Author/HMD)

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STANFORD CENTER
FOR RESEARCH AND DEVELOPMENT
IN TEACHING

Research and Development Memorandum No. 117

AN EXPERIMENTAL IN-SERVICE TEACHER EDUCATION
PROGRAM FOR DISTRESSED ELEMENTARY SCHOOLS

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U. S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Introductory Statement

The Center's mission is to improve teaching in American schools. Too many teachers still employ a didactic style aimed at filling passive students with facts. The teacher's environment often prevents him from changing his style, and may indeed drive him out of the profession. And the children of the poor typically suffer from the worst teaching.

The Center uses the resources of the behavioral sciences in pursuing its objectives. Drawing primarily upon psychology and sociology, but also upon other behavioral science disciplines, the Center has formulated programs of research, development, demonstration, and dissemination in three areas. Program 1, Teaching Effectiveness, is now developing a Systematic Teacher Training Model that can be used to train both beginning and experienced teachers in effective teaching skills. Program 2, The Environment for Teaching, is developing models of school organization and ways of evaluating teachers that will encourage teachers to become more professional and more committed. Program 3, Teaching Students from Low-Income Areas, is developing materials and procedures for motivating both students and teachers in low-income schools.

The report that follows describes part of the work of the Program on Teaching Effectiveness.

Preface

This publication is one of a series from a three-year project investigating the relationship between teacher behavior and student cognitive and affective achievement. Data were collected over a three-year period in a school district serving predominantly black children. Correlates of motivational variables in students and reinforcement strategies in teachers were examined in all three years. The data from each of the first and second years were used to formulate intervention programs used in the second and third years.

The following is a complete list of materials from this project published, or to be published, by the Stanford Center for Research and Development in Teaching.

Summarizing Reports

Sears, P. S., Bloch, M., Hubner, J., Gamble, J., Adenubi, M., & Crist, J. L. Effective reinforcement for achievement behaviors in disadvantaged children: The first year. (Stanford Center for Research and Development in Teaching, Technical Report No. 30), Stanford University, 1972. (ED 067 442)

Crist, J. L., Marx, R. W., Whitmore, J. R., & Sears, P. S. Effective reinforcement for achievement behaviors in minority children: The second and third years. (Stanford Center for Research and Development in Teaching, Technical Report), Stanford University, forthcoming.

Marx, R. W., & Crist, J. L. Effective reinforcement for achievement behaviors in minority children: Summary of research. (Stanford Center for Research and Development in Teaching, Research and Development Memorandum), Stanford University, forthcoming.

Specific Intervention Techniques

Beckum, L. C. The effect of counseling and reinforcement on behaviors important to the improvement of academic self-concept. (Stanford Center for Research and Development in Teaching, Technical Report No. 38), Stanford University, 1973. (ED 081 880)

Whitmore, J. R. The modification of undesirable attitudes and classroom behavior through constructive use of social power in the school peer culture. (Stanford Center for Research and Development in Teaching, Technical Report No. 36), Stanford University, 1973.

Whitmore, J. R. Student leadership: Guidelines for developing programs in distressed low-income elementary schools. (Stanford Center for Research and Development in Teaching, Research and Development Memorandum No. 113), Stanford University, 1973. (ED 083 348)

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Test Manuals and Summaries of Instruments

Marx, R. W., Peterson, P., & Nichols, S. Test manual: Sears Self-Concept Inventory. (Stanford Center for Research and Development in Teaching, Research and Development Memorandum), Stanford University, forthcoming.

Sears, P. S., Crist, J. L., & Marx, R. W. The teacher behavior observation schedule: An instrument for coding teachers' classroom interaction. (Stanford Center for Research and Development in Teaching, Research and Development Memorandum), Stanford University, forthcoming.

Sears, P. S., Marx, R. W., & Crist, J. L. Teacher forced ratings: An instrument for assessing children's intellectual, social, emotional, and physical development. (Stanford Center for Research and Development in Teaching, Research and Development Memorandum), Stanford University, forthcoming.

Whitmore, J. R. A teacher attitude inventory: Identifying teacher positions in relationship to educational issues. (Stanford Center for Research and Development in Teaching, Research and Development Memorandum), Stanford University, forthcoming.

Whitmore, J. R. "Thinking About My School": The development of an inventory to measure pupil perception of the elementary school environment. (Stanford Center for Research and Development in Teaching, Research and Development Memorandum), Stanford University, forthcoming.

Many of the above publications are also cited in the References section (pp. 135-136).

The district and participating personnel were guaranteed confidentiality in reporting the results of the research. In no instance are the community, the school, or individual teachers identified.

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Chapter I

THE BACKGROUND OF THE PROGRAM

This report is based on an experimental intervention consisting of a preschool workshop and a year-long follow-up program with teachers in one elementary school. It describes the third year (1971-72) of a project conducted by the Stanford Center for Research and Development in Teaching. The first year was a naturalistic study of six third-grade teachers, their interactions with students, and the relationship of teacher behaviors to student achievement and affective outcomes (Sears et al., 1972). During the second year, a year-long experimental in-service workshop on motivation was undertaken with a group of fourth-grade teachers. For the third year of the project, the intervention was focused on one elementary school. Detailed results of the project for both years are reported in one volume (Crist et al., forthcoming).

The Research Objective

Members of the research staff who conducted this study were specialists in the study of motivation, self-concept, and behavior change. Their specific research interest was in the effective application of social-psychological research to classroom interaction for the purpose of improving achievement motivation and achievement behavior. Their major concern was the conditions existing in "distressed" schools. The term "distressed" refers to the climate of anxiety, tension, conflict, and emotional upset which prevails in the school. This environmental state is based on a cycle of mutually negative interactions in which both teachers and pupils perceive themselves and each other as likely to fail at tasks and unlikely to receive many positive rewards. When both teachers and pupils perceive activity in the classroom to be a source of frustration and failure, educational objectives will not be attained. Therefore, in "distressed" schools the yearly achievement gains by pupils tend to decrease with each year of attendance, and

attitudes toward self and school tend to become more negative (Coleman et al., 1966; Crist et al., forthcoming). Similarly, the attitudes of teachers in the higher grades tend to be more negative toward pupils and their potential achievement than those of teachers in the earlier grades. The expectation of failure and personal dissatisfaction tends to be confirmed by child achievement and teacher attitudes (Baker & Crist, 1971).

Although distressed schools may be found in any community, the most critical conditions exist in low-income areas. A premise of this research project was that the low achievement of minority and low-income students has been the result of the failure of school personnel to attend to the psychological needs of individuals as much as it has been the result of inadequate curriculum and instruction. Effective teaching requires the teacher to attend to socio-affective qualities of the learning environment. Efforts to improve these socio-affective qualities include the need for individualization of instruction as well as group activity; effective nonpunitive techniques for controlling undesirable pupil behavior; consistent use of positive reinforcement and emphasis upon success; accurate diagnoses and prescriptions to prevent experiences of failure; and opportunities for meaningful communication and social interaction between members of the social environment (including both adults and children).

The basic hypothesis was: If an individual is effectively reinforced for his efforts to succeed (in learning by the pupil and in teaching by the teacher), then his motivation and achievement-oriented behavior will increase. It was the desire of the research staff to test the effectiveness of a model of in-service education which was designed to increase positive reinforcements, and thereby to increase students' achievement behavior in a distressed elementary school.

The Specific Problem

In the attempt to locate a school in which the personnel would be interested in utilizing the resources of a research staff to help them accomplish significant changes in their learning-teaching environment,

contact was made with the administration of a school district in which exploratory research had been conducted during the previous two years by members of the Stanford Center for Research and Development in Teaching. Response to the motivation workshops (1970-71) conducted for fourth-grade teachers in the district had been enthusiastic. The administration was interested in the proposal and offered to contact some principals. Within weeks, an agreement was made with a school in which, according to the principal, all of the teachers were eager to effect change in the learning environment.

The Community and the School

The names of the community and school will not be disclosed, in accordance with the guarantee of confidentiality granted to the district and participating personnel. The community was a predominantly residential area offering low-cost housing. Three schools in the district were integrated, with a high percentage (30 to 40 percent) of whites, and five were 80 to 90 percent black.

Ten years before this study, in 1961, the community was predominantly comprised of low-income whites; approximately 35 percent of the overall district enrollment was minority children. By the beginning of the 1965-66 school year there were 73 percent minority children, and the percentage increased to about 90 percent by 1972. The minority group was composed predominantly of blacks, with a few chicanos, orientals, and other races. About 70 percent of the teachers were white. There had been much conflict within the community over the rapid change from predominantly white to predominantly black citizenry. The newly formed municipal council was actively engaged in a campaign to increase black leadership within the community and to generate the desire among blacks for self-determination and a more pleasant community.

The families served by the school district included almost half of the county's recipients of Aid to Families with Dependent Children, a percentage disproportionate for the size of the area in relation to the county. Five of the schools qualified for federally sponsored programs.

Most of the schools had maintained such programs for at least six years as a source of additional personnel and funds. The families whose children attended the particular school involved in this project were mobile; many were welfare recipients.

About 750 children attended the school, 98 percent of them black. Five of the 23 teachers, the vice-principal, and the counselor were black. Class size ranged from 21 to 24 in the primary grades and from 33 to 38 in the intermediate grades. Two resource teachers were provided to help classroom teachers individualize their instruction and meet specific needs.

The district had recently adopted a new Master Plan stressing staff and pupil reorganization and use of curriculum. This was seen to complement the project, which focused on the socio-affective aspects of instruction. The new Master Plan consisted of reorganizing the teaching staff and students into units, rather than into the self-contained classrooms used previously. A unit included 120-180 students and 4-5 teachers, one of whom served as unit leader. There were two units at the primary level and two at the intermediate level. The kindergarten unit continued to operate its own instructional program. Within each unit children were assigned to home rooms not by age (years in school) but by heterogeneous achievement levels; thus there might be four to six different achievement levels within a home room. Children were grouped across ages within units for mathematics and reading, according to achievement level, and they changed classes and teachers for these subjects.

Preparation for the Intervention

The first step in preparation was to obtain the agreement of the entire teaching staff to participate fully in the project. The research team met with the teachers the spring before the planned intervention and presented their ideas for an effective "support system" to facilitate some changes in their school. Although there was some reluctance to become involved in yet another research project, the group agreed to participate.

The second step was to gather extensive information about the precise conditions existing in the school. The researchers attended faculty meetings and spent many hours in informal conversations with teachers and administrators in the lunch room. Conversations and group discussions were also held with students to obtain their opinions about their school. During the summer session, in 1971, two researchers interviewed random groups of four students. Videotape equipment was set up on the play yard, where interviews were held during recesses and class time. Many children spoke freely and illustrated their opinions with exact observations. To obtain more specific information about pupil attitudes toward school, the Thinking About My School (TAMS) inventory (Appendix C-6) was administered to all students in grades 4, 5, and 6.

Definition of the School's Problems

The information regarding the quality of school experiences was gathered from two distinctly different sources: the adults in the school (teachers and administrators) and the children. However, three perceptions were common to both sources: (a) low group morale or poor group self-image; (b) pessimistic attitudes toward school experiences, with little sense either of accomplishment or of a possibility of improvement; and (c) personal dissatisfaction and unhappiness at school because of lack of rewarding interpersonal relationships, resulting in a set of nonconstructive behavioral responses and lack of success at tasks. These perceptions are outlined in Table 1.

The principal complaint of students was that too much fighting and "capping" (verbal "put-downs" or insults) occurred among peers, and the students did not like the atmosphere of the classrooms. Their primary strategy for coping with their displeasure was to depend upon a select group of friends for rewarding experiences and to devalue the rest of their school experience.

The principal complaint of teachers and administrators was that they were forced to invest more time and energy in disciplining disruptive behavior and trying to gain attention or cooperation than in actual teaching. Their primary strategy for coping with their situation

TABLE 1

Teacher and Pupil Responses to School Experiences

Teachers	Pupils
Poor Group Self-Image	
Group self-concept as: ineffective (professional failures), underpaid, unappreciated (by students, parents, administrators, school board).	Group self-concept as "bad": heavy corporal punishments necessary for some who will always "mess things up." Teachers try but can't do anything about "bad" kids. Students can't change things either--some students will exploit and "foul up" any oppor- tunity to be more self-determining. There is too much fighting, stealing, and meanness.
Little Sense of Accomplishment	
Children do not achieve during the year. All their hard work does not pay off. The children's behavior and attitudes are no better at the end of the year.	The teacher is never or seldom pleased with our efforts and accomplishments. What we do accomplish isn't really worth all the effort; it seems we are always "behind."
Negative Behavioral Responses	
Personal frustration, tension. Defensiveness professionally, chronic complaining. Hostility--directed toward "problem pupils," the class, fellow teachers, administrators, or researchers (resentment for expected changes and evaluations). Excessive controls over pupil behavior and negative criticisms (justifying predicted "failure of methods").	Two basic responses: apathy--passivity (perception of selves as powerless, adults as powerful); hostility--aggression (perception of peer group as most powerful, renunciate teacher power). Subordinate responses: increasing attention to peers; decreasing attention to teacher; devaluation of school achievement and the institution; excessive fighting and "capping" among peers.

was to seek some comfort in chronic peer-group complaining and to achieve some success through strict disciplinary controls and coercion. The complaints and the strategy became increasingly prevalent as the age of children in the class rose. All of the teachers shared this complaint, but a number of kindergarten-primary teachers had developed strategies of positive interaction with the students and withdrawal from association with the teacher peer group.

In summary, the data indicated that teachers and pupils were not proud of their school, disliked the conflict and tension in the school, were disturbed by the chaotic or oppressive atmosphere of classrooms, and felt powerless to change the environment significantly. Many in both groups felt unrewarded by academic tasks (teaching or learning) and had little hope of achieving the success they desired. Many felt incapable of maintaining a rewarding relationship with others in the school, especially between adults and children.

The Purpose of the In-Service Program

The program of in-service education was designed in response to the identified needs cited above. The Project Staff believed that if the teachers could become more satisfied with their teaching experiences and more positively reinforcing to individuals, pupil attitudes and behavior would become more positive. The expectations of students regarding teacher-pupil interaction appeared firmly set with many students. Therefore, it was anticipated that an intervention directly involving students in changing their own behavior and attitudes would be a necessary complement to teacher efforts to alter classroom conditions. Two such interventions, a student leadership program and a counseling-tutorial program, have been reported in Whitmore (1973a,b,c) and Beckum (1973).

The fundamental purpose of structuring a program of in-service education to meet the needs of a particular school was to provide a support system for change. This basic concept is critical to understanding the program. The concept of in-service education as a support system for change is based on three premises derived from practical

experience in the field.

An individual behaves in interaction with his environment; therefore, a Gestalt approach to educational change is necessary.

District-wide workshops for teachers at a given grade level or for any teachers interested in the selected topic often fail to achieve the objectives of lasting change and improved teaching and learning. The value of a workshop experience is dependent upon the individual teacher's ability to use the content; i.e., if the principal, fellow teachers, or students reject the change and do not support the teacher's efforts, the teacher can be expected to interpret her efforts as failing and to return to previous "satisfactory" methods.

Change in the behavior of an individual or a group will occur only to the extent that the person or group becomes dissatisfied with present behavior and becomes committed to effecting change. Change is a process which begins with dissatisfaction and proceeds through problem-solving stages until there is a satisfactory outcome. This process requires that individuals be able to identify problems, consider alternatives, test hypotheses, and evaluate results.

The principal function of in-service education should be to generate a self-renewing process for continuous growth. Its purpose should be to develop in individuals and in the group the skills that equip them for continuous evaluation, testing of alternative methods, and innovation to meet evolving needs. With the assistance of an in-service program, teachers should learn to identify and deal with the specific problems arising in their particular situation. Although there are common concerns in different schools and districts and a need for sharing ideas and experiences with new projects, it is also necessary to recognize what is specific to a situation and to realize that solutions to problems may be best constructed by the individuals who know the situation most thoroughly.

Belief in the three premises and the fundamental purpose stated above resulted in three primary tasks identified by the research staff. The first task was to create a climate for change. This would entail continuous efforts to enhance the self-image of individuals and the

group. It was hypothesized that if more positive self-images developed, other essential conditions for change would develop--openness to contradictory opinions and unpleasant problems, freedom to explore and test alternatives without fear of criticism, and removal of the threat of professional failure.

The second task was to develop individual and group problem-solving skills, equipping the school staff to be experimenters in the natural setting. These skills included (a) the ability to identify and define a target problem; (b) knowledge of sources of information about alternatives and possible solutions; (c) knowledge of how to test the value of the chosen solution; and (d) the ability to accurately evaluate the effects of change over time and in varying situations.

The third task was to expose the school staff to theories and practices applicable to the group-established goals. Besides attempting to stimulate creative problem-solving, the research staff wished to encourage further experimentation with innovations being tested elsewhere. This task required attention to communication among staff members in the school so that ideas and experiences would be elicited and shared.

Although the research staff worked on all three tasks simultaneously, the sequence in which they are presented reflects the order of relative importance or emphasis. The potential success of each task was considered dependent upon the extent to which the previous task had been accomplished.

The specific purposes of the in-service education program can be summarized in five statements:

- 1) To enhance the group self-image and create a climate for change.
- 2) To facilitate the problem-solving process within individuals and the group by encouraging communication, providing concrete information helpful in identifying problems and setting goals, exposing teachers to alternatives, and assisting with evaluation by

collecting data.

- 3) To equip teachers and administrators to experiment by developing necessary skills.
- 4) To provide continuous support to experimenting teachers by providing resources and personal assistance when requested and by giving positive reinforcement for attempts to change.
- 5) To engender a self-renewing process of professional problem-solving that will allow continual growth in teaching effectiveness.

Organizational Design and Method

During the period of preparation in 1971, a thorough search of the Educational Resources Information Center (ERIC) and other sources revealed that no parallel research efforts in teacher education were being made. Most of the in-service programs listed under preparing teachers for work with disadvantaged students were directed toward pre-school age or the secondary level with emphasis on developing curricula or subject-matter teaching strategies. There were two studies based on reinforcement strategies which proved valuable in stimulating our thinking in the planning phase. Madsen et al. (1970) reported the successful training of professionals and volunteers in techniques of effective reinforcement, and Rosenthal et al. (1970) reported the effectiveness of both short-term intensive training and long-term diffuse training and re-training, a strategy which influenced the design of this project.

Two action-research projects were found in the literature which supported the prediction that the process-oriented or problem-solving approach to in-service education, as described in the previous section, would be effective in promoting change. In a study by Jenkins and Lippitt (1951), researchers worked extensively with teachers in studying the interpersonal perceptions of teachers, students, and parents. They trained teachers to collect data and use them effectively.

The other relevant research study, by Kaufman, Schmuck, and Lippitt (1963), described a summer workshop in which teachers studied

pupil-teacher interactions in their own classrooms and developed plans for altering teacher practices in order to improve the mental health conditions and learning atmosphere in the classroom. The researchers defined five phases in solving interpersonal problems in the classroom and then provided support and encouragement to the teachers as they attempted to accomplish their goals. These two action-research projects served as stimuli for the further development of the planned in-service program reported in this memorandum.

The design of the in-service program.* The basic design of the program was comprised of three parts: an intensive workshop experience prior to the opening of school in the fall; weekly "sharing sessions" with the whole staff; and a "facilitating support system," defined as the provision of materials and professional and technical assistance for maintaining the group's efforts toward reaching their goals. The Project Staff (the name adopted by the research team to avoid references to research) requested a two-week workshop at the end of August, but the teachers rejected the plan in favor of a one-week workshop. Teachers were offered a stipend of \$200 for the week. The primary elements of each part of the program are outlined below.

I. An Intensive Pre-school Workshop

- A. Evaluation of the school's environment for teaching and learning.
- B. Exposure to student attitudes toward school as reported in interviews on videotape and on inventories administered the previous spring.
- C. Development of skills in individual and group problem-solving.
- D. Encouragement of a climate of cooperation and open communication among members of the teaching-administrative staff and between adults and children.
- E. Exposure to relevant theories and psychological research through presentations and exercises in practical application, i.e., the relationship between attitudes and behavior; self-concept theory and locus-of-control

* For a detailed description of the research design of the project, see Crist et al., forthcoming.

(efficacy); reinforcement theory and behavior modification; the influence of expectancies upon perceptions; and the structuring of a classroom environment to maximize individual motivation and self-direction.

F. Provision of tools for gathering information from students regarding their attitudes, perceptions, and thoughts.

G. Engagement in group goal-setting for the year.

II. Weekly "Sharing Sessions" or Mini-workshops

A. Opportunity for communication within the total group.

B. Ongoing evaluation of efforts in relation to pupil attitudes and behavior.

C. Public recognition of successes and sharing of all experimentation, including "failures."

D. Ongoing problem-solving, including exploration of additional alternatives, and decision-making.

E. Dissemination of requested information or resources.

F. Explanation of the instruments to be used as measures of effectiveness.

G. Feedback to the group regarding pupil measures.

III. A Facilitating Support System

A. A lending library of relevant literature (see Appendix B).

B. Resource services: duplication of materials requested, tools for data collection, assistance with administering sociometrics or inventories and utilizing results, and procurement of materials or literature requested.

C. Observation and consultation upon request to assist with problem-solving, identification of alternatives, or evaluation.

D. Availability of researchers at all meetings required of teachers and during lunch periods in the teachers' room.

E. Demonstrations of techniques as requested (e.g., holding class discussions on school problems).

F. Individual counsel offered regarding the use of feedback from pupil testing for self-concept, locus-of-control, sociometrics, and attitudes toward school.

The relationship between parts could be characterized in this way: the pre-school workshop generated the motivating thrust toward group-established objectives; the weekly sessions provided opportunities

for refueling or regenerating momentum; and the "support system" assisted the group in maintaining its direction and momentum.

The method of intervention. The intervention method was drawn especially from the earlier action-research of Lewin (see Loye, 1971), from Jenkins and Lippitt (1951), and from the notion of "Origins" by DeCharms (1971). The resulting approach had two principal characteristics: (a) teachers were treated as Origins (see below) and (b) the methods and content were evolved through a group process involving researchers and field personnel.

When field personnel are approached as Origins rather than Pawns, researchers respond to a problem identified by the practitioners (teachers, administrators, pupils, or parents). In this approach, the researchers convey respect to field professionals by listening to them, using their information and ideas, and helping them develop their independent problem-solving skills. The researcher perceives himself as a research specialist and as a resource or facilitator for the practitioners. He perceives the field personnel as the authorities regarding the nature of the problem and is the source of power to effect lasting change.

This method is distinctive in that an intervention is not imposed upon a group of subjects. Rather, researchers and field personnel solve problems together. Continual evaluation requires that the structure be flexible and subject to change as determined by the group. The researcher most often assumes the role of leader and uses his specific skills to increase the effectiveness of the group process. The researcher may formulate a proposal based upon group efforts; the group considers it, modifies it, and adopts the plan as its own. This concept of possession is critical to the method being described. The project belongs not to the researchers who are using the school setting for experimentation, but to the members of the community (school). In this model the practitioners perceive the project as a response to their problems, to be completed through the active participation of individuals committed to the group goals. The quality of outcomes will be significantly influenced by their decisions and action. The researchers serve as resources

with specialized skills and are committed to facilitating the group process so as to increase the effectiveness of the project and the quality of its outcomes. The relative success of the project is recognized to be dependent upon the results of interaction between the research and school staffs and the commitment of individuals to the attainment of the group-established goals.

Chapter II

THE PRE-SCHOOL WORKSHOP

In midsummer 1971, the Project Staff communicated by letter with the school personnel, giving pertinent details of the workshop and providing a brief bibliography on blacks and the education of urban, low-income students for those wishing to do background reading (see Appendix A). A number of teachers later reported that they read some of the books before the workshop. The letter also included a form for the teachers to return to the Project Staff to indicate their intent to participate.

An Overview

The workshop was held in the school cafeteria during the five weekdays before the official return of the district teachers in the fall. The workshop leaders posted pictures of children on a bulletin board and created centers to generate interest and feelings of warmth. The centers were for coffee and snacks, books and teaching resources, workshop materials, and name tags and information. Thirty-two chairs were arranged in a circle and microphones were placed at three points for the videotaping of the sessions. A videotape playback machine was present for viewing tapes during the week. Tables were available in the back of the room for writing, eating lunch, or having coffee breaks.

The Project Staff serving as workshop leaders were two men and two women, doctoral students in the program of Psychological Studies in Education at Stanford University. Three of them were in their early thirties, and one was in his middle twenties. One staff member had worked with juvenile delinquents and recruited minority group members for police work; another had been a school psychologist; another had been a primary teacher specializing in underachievement and learning disabilities; and the other was a former assistant dean of students at a state university.

On the first day of the workshop, each participant was given a notebook containing names, addresses, and phone numbers of all members of the school and project staffs, a tentative schedule of events for the five days (see pp. 17-18), resource materials, and pages for recording personal thoughts, and strategies to remember to try. Introductory remarks by the Project Staff stressed the flexibility of the structure and schedule. The group was told that all plans were subject to criticism and change. The initial schedule was simply a guideline prepared by the Project Staff. The workshop leader explained that each day there would be response sheets and reference materials related to the day's topics to suggest practical applications of workshop input and to inform the Project Staff of their relative effectiveness and of changes that would be desirable in later sessions. The response sheets and reference materials could be added to their notebooks.

Each day the participants left their notebooks in the cafetorium overnight and the Project Staff read their entries for the purpose of evaluating the day's activities. Daily evaluations were also collected from the teachers and administrators and tabulated for use in modifying workshop plans.

Daily Procedures

On the following pages the events of each workshop day will be presented in blocks of time planned by the Project Staff. For each one there is a brief description of the event, a statement of objectives, and an identification of any formal evaluative measures pertaining to that event, followed by presentations (for which there are detailed summaries or outlines), sample worksheets, and resource materials. Presentations are enclosed within a box. For summary and illustrative purposes, wherever possible, the response sheets include a compilation of all teachers' responses (shown in italics) or an actual sample of a typical teacher's response (shown in handwriting). "Evaluative comments" conclude the description of each day and include a summary of participants' responses on the daily evaluation form. A more detailed evaluation of the pre-school workshop is reported in the last section of the chapter.

Tentative ScheduleMonday, August 30:

9:00-12:00	Coffee and doughnuts Introductory comments and overview Presentation of notebooks
12:00-1:00	Lunch
1:00-2:35	Student Attitudes and Behaviors Videotape of discussion-interview with boys and girls
2:35-2:50	Coffee break
2:50-3:30	Discussion, sharing responses
3:30-4:00	Evaluation, planning, summary

Tuesday, August 31:

9:00-9:30	Coffee during videotape of another discussion-interview (with boys)
9:30-10:15	Discussion of behaviors to increase and decrease
10:15-10:30	Coffee break
10:30-12:00	Introduction to Reinforcement Theory: Applications to the Classroom
12:00-1:00	Lunch
1:00-2:45	Skill Session #1
2:45-3:00	Coffee break
3:00-3:30	Getting Information from Your New Class: Some Devices
3:30-4:00	Evaluation, summary, planning

Wednesday, September 1:

9:00-10:40	Skill Session #2
10:40-11:00	Coffee break
11:00-12:00	Videotape: Pupil, teacher interviews
12:00-1:00	Lunch
1:00-2:10	Continue discussion of teacher as reinforcer
2:10-2:30	Coffee break
2:30-3:30	Analyzing Teacher-Pupil Interactions
3:30-4:00	Evaluation, planning

Tentative Schedule (continued)Thursday, September 2:

9:00-9:30	Videotape of four girls discussing school
9:30-10:30	The Effect of Expecting
10:30-10:50	Coffee break
10:50-12:00	Who am I? Who are you? What can we do?
12:00-1:00	Lunch
1:00-2:30	Applying Theories of Self-concept and Locus-of-control
2:30-2:50	Coffee break
2:50-3:30	Methods of Gathering Vital Information
3:30-4:00	Evaluation, summary, planning

Friday, September 3:

9:00-10:00	Student Responses on Thinking About My School Inventory (TAMS)
10:00-10:20	Coffee break
10:20-11:00	Echolalia Games
11:00-12:00	Can We Change? (Group discussion)
12:00-1:00	Lunch
1:00-2:30	Where do we go from here? Specific plans
2:30-3:00	Coffee break
3:00-4:00	Final evaluation

MONDAY: DAY ONE

9:00-9:30

Event 1: Socializing with coffee and doughnuts.

The teachers find a "learning center" with materials and instructions on how to make a name tag by using a picture of a child they would like to have in class.

- Objectives:
- (a) To create a friendly, comfortable atmosphere in which teachers could feel relaxed and happy to be present
 - (b) To communicate personal interest in each participant
 - (c) To have the teachers use a sample learning center
 - (d) To begin to focus the attention of teachers on individual children

9:30-10:15

Event 2: Brief comments by the principal to set the atmosphere by affirming the potential benefits of the project, clarifying the lack of administrative evaluation, and encouraging individual freedom to explore.

- Objective:
- To reinforce the idea that the project was not imposed, but was to be a cooperative effort between school staff and researchers.

Event 3: Presentation of the project as action-research concerned with practical development in schools.

INTRODUCTION OF THE PROJECT Day One (Event 3)

- I. We are involved in an action-research project that should be of practical value to teachers in the school.
 - A. The general purpose or goal of the project is to answer the question, "How can the teaching-learning situation be improved most effectively in a school through some

form of in-service training, thereby increasing the job satisfaction of teachers and the motivation and achievement of pupils?"

1. Every school has "bugs" (problems, sources of strain, dissatisfaction, struggle . . .)
 2. The teaching task is very demanding, fatiguing; outside help is needed to work seriously on eliminating the "bugs" or problems.
 3. Outsiders cannot solve the problems for you but they can work with you, providing you with well-proven tools, new tools to try, and manpower to reduce the cost in time and energy to a manageable amount.
 4. The main resource of a school is its own skills and collective knowledge, which often is not being used as fully as possible due to various pressures and lack of opportunity to work together to solve mutual problems. Persons outside the school staff can serve as catalysts.
 5. Out of participation in this project, we expect this school staff to have developed a self-renewal process of problem-solving which will make the teaching job more rewarding to each of you personally in future years and will make solving school problems less apt to be a strain or burden.
- B. Both the researchers and the field professionals are concerned with identifying and defining a problem to be solved in order to increase satisfaction and accomplishment; both need to contribute their knowledge and skill toward finding and testing methods of solving the identified problem.
1. As researchers and educators we do not have all the answers, but we do have some methods that have proven valuable. We have planned and selected a tightly packed program, but we are flexible and we are sincere about your participating.
 2. You are a vital source of important information and skill, due to your training in the past and your experience in this situation. Your ideas and materials are encouraged and solicited.
- C. We will be analyzing what we find out together during this year, so that we may eventually provide guidelines and specific tools or techniques to help thousands of teachers through a practical in-service program.

1. Therefore, your continual formal and informal evaluation of us and of your work is very important.
 2. We will need to measure our effectiveness and the effectiveness of specific tools with various kinds of children; therefore, we will be using different ways of measuring these at certain periods through the year. We will be asking you to complete some measures yourself, to give some to your students, and to consider trying others that you might find interesting or helpful in your classroom. Each time, your evaluation will be welcomed; i.e., if you dislike an instrument or think some questions are useless, tell us why; if it is not effective with the kids, tell us.
 3. We are evaluating ideas and methods, not teachers! No information will be given to the district except in summary form. No participation by you will result in any evaluation by the principal or anyone else. Any results from observation or testing in your classroom will go to you only; you will be given a number identifiable only by us. Group results (by grade level or units, or total school, boys versus girls, etc.) will be compared for discussion by you as a group. (Explain further as needed.)
 4. We will try to practice what we teach--our methods are an example to evaluate. Try to identify similarities between your workshop experiences and the classroom experience with children.
- II. This project follows two years of work with teachers and children in this district; we will be applying the information we have gathered and studied. (Describe the two years briefly.)
- A. As a result of the exploratory work and other research and teaching experience, we have some methods to offer you which we strongly believe can increase the rewards to you while teaching at this school, or anywhere.
 - B. There are two basic sources of increasing your personal job satisfaction which we are confident we can help you develop, if you wish: (a) reducing the need to control disruptive, negative behavior so that you can teach in a more relaxed environment; (b) increasing the rewards from work with pupils through improving teacher-pupil relationships and pupil motivation to achieve.
- III. Participation is an individual matter, and voluntary.

- A. We came to your school because of widespread interest.
 - B. Just as you can't teach a child who doesn't want to learn, we know it is useless to work with teachers who don't want to try out new ideas and improve their teaching.
 - C. As a teacher in the project, the cost to you will be:
 - 1. A five-day pre-school workshop.
 - 2. Cooperation in filling out some forms to provide us with information about your ideas, your students, your evaluation both of us and of the methods used, etc.
 - 3. Trying out ideas from the workshop (those which you choose) and evaluating them.
 - 4. Attending weekly meetings (replacing faculty meetings) to discuss overall school or unit-level progress, share ideas, learn of something new to try, or evaluate the program.
 - 5. Classroom observations and some sample testing to provide information about the children in the school.
 - D. The rewards to you will be:
 - 1. Two hundred dollars for "extra time" (primarily this workshop).
 - 2. Stimulation of new ideas and satisfaction of contribution and growth as you participate.
 - 3. Being able to tackle problems constructively with the help and support of co-workers who share the problems and resource people who will provide materials and time as they can (comment on amount of time available).
 - 4. Can request tutors or aides.
 - 5. Easier teaching in the end, which is more rewarding.
 - E. The choice is up to you. If you wish to participate, be sure you have signed the payroll form. QUESTIONS?
- IV. We hope to make the experience as meaningful to you as possible. You may find parallels in a classroom for many of the things we do. We will attempt to demonstrate what we advocate.

Listing of requirements for participation and benefits to be gained.
Clarification of voluntary nature of participation; provision of opportunity to withdraw.

- Objective: (a) To clarify expectations and rewards
(b) To assure that participation is voluntary and to obtain commitment of participants

Measure: Signatures on payroll sheet beneath agreement to participate fully as specified.

10:15-10:45

Event 4: Presentation of the first instrument to gather information: The Teacher Attitude Inventory (TAI). Completion of the forms while relaxing and having coffee.

- Objectives: (a) To reduce anxiety about completing the inventories by understanding their purpose
(b) To obtain a measure of teacher attitudes on dimensions related to the project

INTRODUCTION OF THE TEACHER ATTITUDE INVENTORY Day One (Event 4)

(See the TAI in Appendix C-5)

This is the first measure we need completed by you; it will probably not be an easy task for you to do, but it will be helpful to us and possibly start you thinking about your beliefs and teaching style.

We are not advocating one teaching style; we recognize that there are many different teaching styles, just as there are as many teacher personalities as there are teachers. However, teachers may be grouped by common characteristics or attitudes or beliefs about teaching.

On the questionnaire there are no right or wrong responses. It will help us later to match up the methods or skills which were most helpful for different groups: for X teachers, method Z was most effective; for Y teachers, Q helped the most, etc.

We urge you to comment on the line below the item if you think it is unclear, impossible to answer, or absurd--do try to tell us why you have your opinion!

(Explain directions. Allow 30 minutes, during which time coffee can be obtained and teachers can fill out the form anywhere in the room.)

10:45-11:15 Event 5: Presentation of notebooks, in which these purposes were stated--

- (a) To give the teachers time to respond personally in some depth to the activities before sharing in group discussion
- (b) To preserve responses for future use
- (c) To help all participants gather ideas and materials in an organized manner
- (d) To give the workshop leaders a simple way to gather information from participants

Discussion of the notebooks: schedule and its flexibility; daily evaluation forms; "response sheets" and "self checks" to be given out during the course of the week; comments on the resource materials.

Objective: To give an overview of events of the workshop and expected participation.

Event 6: Completion of Response Sheet #1.

Introduction to the task: "In order to understand group behavior, we have to look at individuals too. It is equally important that we become increasingly aware of what we are, as well as what individual pupils are, before we can change circumstances causing tension or conflict. To begin with, we will focus on what each of us would like in a student. (Explain Response Sheet #1.) We will share afterward."

Day One: Event 6

Response Sheet #1

A Child I Would Like in My Class

1. Think about why you were attracted to the child you chose. List at least six characteristics that caused you to select him.

8 ^a Bright, interested, intelligent	2 Sociable
7 Responsive, enthusiastic, eager to learn	2 Cooperative, adapts easily
7 Neat, attractive, personality	2 Fearful
6 Shy	2 Reliable, responsible
5 Happy, cheerful	Well-mannered
3 Lacks self-confidence	Self-confident
3 Healthy, athletic	Aggressive without hostility
2 Good sense of humor, fun loving	Lonely

2. How do you think he would behave in class? List at least six specific behaviors.

8 Shy, withdrawn, loner	2 Relates well to others, shares
6 Willing, cooperative, helpful	2 Noisy, naughty
5 Responsive, easy to motivate	2 Pride in work
5 Non-verbal, passive	2 Attentive
4 Interested, eager to learn	2 Friendly
4 Intelligent	Controllable
4 Inquisitive	Loves to read
4 Leader	Self-directed
4 Energetic, enthusiastic, pleasing, active and talkative	High achiever
Creative	Sensitive

3. What do you think he would do that would be especially rewarding to you as you worked with him in your classroom? Give as many specific behaviors as you can.

3 Responsive to teacher's efforts	Follow directions
2 Achieve academically	Value time
Develop self-control, positive attitude, self-confidence	Cheerful
Like and respect teacher	Set example
Independent worker	Spark other children

4. Would you say that this child is an example of what you would consider an ideal pupil? _____

^a Numbers beside responses on all response sheets indicate the number of responses in the category, if it is greater than one.

- Objectives: (a) To create fuller awareness of the qualities in pupils desired by teachers
- (b) To begin to identify specific child behaviors that are reinforcing to the individual teacher

Measure: Response Sheet #1 (based on the child's picture chosen for the name tag).

11:15-11:45 Event 7: Each person shared about one minute regarding the key characteristics attracting him to the child she chose.

- Objectives: (a) To create awareness in the group of common qualities desired
- (b) To encourage individuals to participate openly at a personal level without feeling threatened

(Evaluative comments: The general response to this task was very positive, but two teachers were reluctant to select a child or make a name tag. One teacher finally cut the face out of the picture of the child and then put it on a name tag. She commented that she did not wish to choose any! The workshop leaders interpreted her actions as hostile. The other teacher also refused to sit in the circle. Both resented feeling they had to conform. Other members of the group shared freely.)

11:45-12:00 Event 8: The teachers were asked to complete Response Sheet #2 to evaluate the morning session. A summary of the responses is shown on the form.

- Objectives: (a) To encourage the teacher to apply her experience of the morning to evaluation of her plans for the first days of school
- (b) To obtain a measure of early attitudes of individuals regarding the workshop

(Evaluative comment: Since time was short and the group seemed tired, it was suggested that they complete the form during lunch break.)

Day One: Event 8

Response Sheet #2

Evaluation of the Morning

1. My feelings about coming this morning were best described as:

(CHECK ONE OR MORE)

2 very reluctant,
annoyed2 angry, felt like
rebellious2 uncertain1 tired, weary7 interested, but with
reservations1 anxious or resistant o
over possibility of more
work5 enthused8 moderately interested

2. What feeling did you have when you walked in? _____

Any particular reason _____

3. Thinking over the morning, what event or activity had any of the following effects on you? (Cite briefly what about it evoked the reaction, if you can):

increased your comfort

physically? _____

emotionally? _____

4. Now I feel:

5 the same as earlier4 somewhat interested0 more reluctantother? more interested9 very interested0 more uncertain

5. What ideas, if any, have occurred to you that might help your first day of school be more effective? _____

Lunch Break

1:00-1:30

Event 9: Recall the behaviors of the "ideal pupil" listed on Sheet #1. Now focus on common behaviors which are undesirable in school, compared with occasionally seen behaviors which are desired to be more frequent. Complete Response Sheet #3 (see p. 29).

Objective: To have each teacher be able to specify six or more behaviors she would like to extinguish and six or more she would like to increase in frequency.

1:30-2:50

Event 10: View a 30-minute videotaped interview with two boys and two girls (after careful explanation of the method by which tapes were obtained, the purpose of viewing them, and their validity as an important source of information).

The students on the tape discussed their opinions and feelings about the following topics:

- (1) the kinds of things a teacher should do in order to be a good teacher
- (2) how a teacher should deal with students who misbehave
- (3) what kind of punishments are effective (should kids choose their own punishment?)
- (4) why kids "goof off" in class instead of working
- (5) how the kids feel when they are working
- (6) ways a teacher can help a child understand how important it is to do his work
- (7) the kinds of work kids enjoy and why
- (8) how a teacher can get kids to do their work

Day One: Event 9

Response Sheet #3

Comparing Behaviors

1. Describe briefly at least six pupil behaviors you see frequently in school which you feel strongly should be eliminated.

24 Aggression, fighting, threatening others, hostility
 22 Rebellion, defiance, disrespect
 13 Resistance to learning, lack of interest, indifference
 10 Lack of skills in listening, following directions
 9 Poor self-image, lack of self-respect
 8 Absenteeism, tardiness, leaving without permission
 5 Putting down peers, name calling
 5 Profanity
 4 Stealing
 3 Poor health habits, personal sloppiness
 3 Lack of self-direction
 3 Lack of respect for property
 3 Noisiness, talking out, interrupting
 3 Restlessness
 2 Wasting time
 2 Eating in class
 2 Lack of self-control
 2 Insensitivity
 2 Withdrawn behavior
 Too easily defeated
 Poor attitude toward school
 Lack of cooperation
 Excessive competitiveness
 Closed-mindedness

2. Describe briefly at least six pupil behaviors you see which you would very much like to see more often.

13 Eagerness to work and learn, enthusiastic, responsive
 11 Self-direction, independence, self-responsibility
 10 Self-respect, positive self-image, confidence
 8 Creativity, curiosity
 8 Cooperation, sharing, willingness to help
 6 Cheerfulness, happiness, sociability
 5 Respect and trust for others
 4 Interested, willing to participate
 4 Achievement-striving, pride in achievement
 4 Listening, following directions
 4 Self-motivation, initiative
 3 Positive attitude toward school
 3 Respect for authority, obeying rules
 2 Complete and careful work
 2 Good manners, quietness
 Sensitivity
 Positive leadership
 Regular attendance
 Parental support

- (9) how things would work if teachers say they want a really happy school with no corporal punishment and they want teachers and kids to understand each other
- (10) kids taking more responsibility and getting more freedom to do things they want

Objective: To provide teachers with an opportunity to listen to individuals and to develop skill in identifying pupil attitudes related to types of pupil behavior.

Event 11: Teachers write responses to the videotape on Response Sheets #4 and #5.

Objective: To help each teacher begin to recognize her explicit emotional and behavioral reactions to pupils.

Coffee Break

2:50-3:30

Event 12: Share responses in the large group.

Objective: To develop group awareness of a problem; to identify discrepancies between what teachers and pupils would like to experience in school and what is experienced.

(Evaluative comment: This discussion was very active and the time period was inadequate. It is described further in the evaluation of the day. It was successful in opening up communication about very personal and sensitive matters.)

3:30-4:00

Event 13: Evaluate the day in the group and in the teachers' notebooks (see p. 33). A summary of responses is included on the daily evaluation form.

Objective: To encourage all to participate in evaluation, goal-setting, and revision of plans.

In addition to the daily evaluation sheet, participants were asked to complete a form entitled "Taking Stock" (pp. 34 and 35) to describe

Day One: Event 11

Response Sheet #4

1. Recalling what you heard expressed on the tape, list at least four attitudes of pupils you believe are common among students.
2. Then in the next column, list any pupil behaviors which you think result from each of those attitudes.

Student Attitudes	Student Behaviors Resulting
(a) The teacher should be "tough"	Testing the teacher to see how much they can get away with.
(b) They demand individual attention.	The pupil gets into trouble - misbehavior.
(c) That as a student he should have his feelings considered.	In that his feelings are not considered, he may take the activity as irrelevant to him.
(d) Don't get enough attention from teacher for help.	Anger and rejection.
(e) Too much work is given that is too difficult - they don't understand.	Angry, frustrated so - 1) may or may not try to get teacher's help; 2) will or will not wait for his turn 3) may give up or task disrupt.
(f) Teacher doesn't praise me when I deserve it.	Child acts out anger or resentment, may feel that good work or hard effort doesn't pay off and will quit or take productive activity.
(g) Peer approval is more important than teacher approval.	Showing off, tolerance of "picking order."

Day One: Event 11

Response Sheet #5

3. In the column space next to each behavior listed, write what your emotions may be in reaction to such pupil acts.
4. In the last column, list any behaviors you see resulting from your emotions.

Your Emotions	Your Behaviors
(a) Frustration!	It hardens me to the students in general—a lack of emotion or sensitivity. The way I solve the frustration is a more "care-less" feeling toward students.
(b) Frustration, annoyed!	Keep trying; put others to helping—the faster ones can always help slower ones.
(c) Anger—often feel child is spiteful; often don't understand his reasoning.	Often come to a deadlock—my will against his!
(d) Anger at lack of control while waiting for me.	Might ignore the noisy child and give attention to the calm child.
(e) Sympathy, frustration, and often I feel rushed.	1) I don't give enough attention to each child's needs as I feel limited by class size and lack of time. 2) I tend to get snappy, curt.
(f) 1) I may be oblivious to my oversight 2) Sometimes I fear too much praise will "cheapen" it as a reward or kids will think I'm phony.	If I catch on to the oversight I will apologize to child + let him know I am pleased and he can be proud of his performance.
(g) Anger, impatience over time-wasting games.	Short-tempered, "bullying," "threats."

Day One: Event 13 Evaluation Sheet for Day One

In Thinking Back Over Today's Session

1. Which activities or experiences did you find helpful to you? Be brief, but also as specific as possible.
 - 12 Videotape
 - 8 Communication and discussion among staff members
 - 3 Response sheets
 - Discussion on nametags
 - All helpful
2. Were any part of today's activities not particularly useful to you? Please specify and tell why, if possible:
 - 12 "None" or blank
 - 3 Discussion on nametags
 - 2 Coffee breaks too long
 - Repetitive explanation of week's program
 - Response Sheets 4 & 5 (a discussion would have been better)
 - Videotape too long
 - Response sheets
 - List of desirable and undesirable behaviors too general
 - Discussion not as relevant to lower grades
3. Which, if any, ideas or techniques considered today would you like to explore further?
 - 6 Discussion on discipline
 - 4 Developing children's self-responsibility
 - 4 Understanding child's feelings
 - 4 Working toward positive action and goals
 - Working with parents
 - Peer culture and leadership
 - Using "choosing a child" techniques in class
 - Teacher attitude
 - Open communication among staff
4. List those things from today's session you think you would like to try out or apply in your teaching
 - 10 "Nothing" or blank
 - 3 Individualization
 - 2 Peer leadership
 - 2 Child self-discipline
 - 2 Videotapes
 - 2 Many good ideas
5. General comments (such as suggestions, criticisms, thought you have about the day or the workshop so far):
 - 7 Very good, like it, etc.
 - 3 Suggestions on being firm with participants
 - 2 Problems with place of meeting
 - 2 Feel optimistic about year
 - 2 Apprehensive--doubtful of change
 - More discussion would be good
 - Too much general discussion
 - Summarizing at end of day not necessary

Day One: Event 13"Taking Stock"

Please be as specific as you can in responding to the following questions.
For a few moments, think back over last year and your teaching experience.

1. How would you describe briefly your general feelings about your experience of teaching last year? (Try to use descriptive words or phrases). *frustrated, angered by a few children who prevented the class from doing a good job.*
2. What things, if any, do you feel were good, successful, or at least partially successful, last year:
 - (a) In your own teaching? *He had a good schedule, the class knew what to expect, and for the most part were enthusiastic about school.*
 - (b) In the school in general? *Better general discipline. Supportive administration and resource teachers.*
3. What things, if any, do you feel were disappointing or unsuccessful last year:
 - (a) In your own teaching? *I could not meet the needs of my varied - problem class: mentally retarded, non-English speaking, hard-core discipline cases, hyperactive, etc.*
 - (b) In the school in general: *The pressure always seems to be so great. The all-over discipline on playground. Children need to respond more readily to schedules and relate to one another in play.*
4. In your teaching last year, did you try any new ideas or teaching techniques which you had not previously used?

Many _____ Some X Hardly any, or none _____

New things tried

*Teaching reading by filmstrips
Reward system for behavior improvement
Several new techniques of teaching math
Individualized reading*

General result

*They helped
Didn't work on these children
Fairly successful
Good*

Event 13-(continued)

Now, looking from your present perspective, think for a few moments about teaching this year.

5. What do you expect your teaching experience, in general, to be like this year? (Try to use descriptive words or phrases). *Hopefully - more rewarding. Hope to handle difficult children in a more positive manner. With luck, will be able to teach more and discipline less.*
6. As of now, have you made any specific plans for using or trying new ideas or approaches this year? If so, briefly list or describe. *Want to have more interest centers in my room. Like to try video tape for specific behavior. Want to try reward system again.*
7. Do you have any specific goals in mind concerning your teaching this year? If yes, list and be as specific as possible. *Number one is to try to change poor behavior in a positive way - in other words, I'm going to be positive if it kills me.*
8. Ideally, where would you like to go from here? (E.g., how would you like your teaching experience to be this year? What things would have to be changed to achieve this?) *The children need to stop punching, pushing, yelling + always feeling they are going to be cheated of something. Next, develop real listening skills and ability to follow instructions.*
9. Do you have any other general comments about either last year or this year? If so, include them here. *Please don't give me 20 small boys in one class with 75% of them unwilling captives of a classroom.*

Name _____

their previous year's teaching experiences, their feelings about them, and their expectations for the coming year. Due to lack of time, they completed the form at home and brought it to the workshop the next morning. One teacher's comments are shown on the form to illustrate typical responses received.

Objective: To get an assessment of where the teachers were in terms of their teaching problems, successes, and attitudes, so that the Project could be directed to meet their needs.

End of the day.

Evaluation and Results of Day One:

Extensive interaction the previous spring with members of the teaching staff had shown the need for planning the workshop well in order to obtain the wholehearted participation of the teachers. A number of teachers had expressed resistance to the idea of any research project and anxiety over classroom observations. Two teachers had refused to participate until the administration had made it clear that all staff members were expected to participate.

Therefore, on the first day of the workshop, the Project Staff were alert for opportunities to reduce resentment or reluctance regarding the program. Most of the teachers greeted the workshop leaders warmly, some even with affection. They arrived promptly and began to chat and make name tags.

No challenges or doubts were expressed after the project was presented as action-research. The teachers seemed relaxed, and the workshop leaders believed most reservations had been eliminated by the explanation. It was surprising that teachers did not seem to be affected adversely by the videotaping.

The critical event of Day One seemed to be the explanation of the action-research approach in which researchers become partners with practitioners, respecting the ability of educators in the field to

diagnose, test, and provide important information and creative suggestions. The participants seemed to accept the non-evaluative nature of the project, the fact that we were not advocating one style or method of teaching.

An attitude of interest and acceptance was evident also in the participants' response to the tasks. When asked to complete response sheets, they did so readily. It had been anticipated that some would be reluctant, finding other activities like conversation more interesting, but there was such uniform response of acceptance and cooperation that differences in behavioral response could not be coded as planned. The teachers completed the sheets seriously, carefully filling out the pages in more detail than was requested.

The same response occurred when the teachers were asked to fill out the TAI, which did not appear to be threatening. They seemed to accept the statement that there were no right or wrong answers, and that the purpose of administering the TAI was to match methods effective for different teaching styles. They also responded with interest, thought, and effort during the discussion period. Although about half of the teaching staff tended to dominate the discussions, the written evaluations indicated that the quiet people were involved, and sometimes among the most enthusiastic.

There was a sensitive response of concern from some teachers that the principal was absent from the workshop about half of the day due to a district meeting. This feeling was based on their perception that he verbalized one philosophy and carried out another. Because of this feeling, we asked the principal to clarify his commitment the following morning.

A valuable confrontation occurred during the afternoon discussion of the videotaped interview. The question was raised, "What do the children mean by a teacher being tough?" This question evoked a debate which principally communicated that a large segment of the teachers felt that corporal punishment was not only desirable but the only effective method of dealing with (i.e., controlling) "these children who expect it." The expression of strong positions in favor

of corporal punishment and heavy discipline came from a black counselor and two black teachers. To a lesser extent, a third black teacher (a man) endorsed corporal punishment, but suggested that at the sixth-grade level black men can get away with it more easily than other teachers. The strongest opponents of corporal punishment were two young white teachers. Several expressed opposition to it, but also admitted that it probably was necessary with "these kids." Two white teachers exposed their low opinion of the children they teach, expressing dislike for much of their behavior and peer culture. An older white teacher made a very strong statement describing how "these children attack any adult institution whether it's Macy's department store or the school, in an attempt to demonstrate their power to disrupt!" The difference of opinion about discipline was not a simple black and white division, as three black women teachers argued against corporal punishment and in favor of more positive techniques of control and motivation.

Many teachers became quite emotional over the discussion and there were many requests for more open discussions like it. The workshop leader had to terminate the discussion after about 30 minutes and asked the participants to defer making decisions on the issue until Friday, after exploring some alternatives and relevant information. It should be noted that several teachers communicated privately to workshop leaders after the session that they were thrilled by the open discussion, which heretofore had not been possible. They believed more open discussions on matters of deep concern and controversy would facilitate cooperative efforts during the year and reduce tensions which had been contributing to the climate of conflict and negativism in the school.

The overall summary and evaluation of the day was led during the last 20 minutes when the teachers were restless and ready to leave. The group suggested and voted to take only a half hour for lunch and dismiss at 3:30. A number of teachers requested schedule changes to meet their personal needs and there was other evidence that many seemed to be unaware that the participants needed to function as a group with concern for all individuals. The written evaluation of the day was filled out and individuals were free to leave when finished. Very few appeared really eager to leave once it was possible.

TUESDAY: DAY TWO

Because of the intense impact of the open discussion the previous day, the workshop leader made some brief comments before the planned schedule was resumed on Day Two. The content may be summarized as follows:

1. Children are people; we often forget that fact and how we can learn about them through our own experiences. They need compliments and attention, they want to do what is rewarding, they have feelings influencing their behavior, and they have individual life styles.
2. The workshop experiences on the first day illuminated the point that any group has problems of individual differences in needs, attitudes, and life styles; e.g., evaluation of the need for coffee breaks, the value of response sheets, responses to tasks like making a name tag.
3. During the workshop experiences, try to think in terms of (a) your personal emotional or evaluative responses, and (b) the application to the classroom and school. For example, the following complaints were observed or heard yesterday: "I can't or won't work on a task when . . . I don't feel like sitting in a group, the chairs are uncomfortable, I'm hot and tired, the task is uninteresting to me, I need attention from my peers or the "teacher," I need to unload feelings, to be accepted and listened to, or I feel threatened by new ideas and possible failure."
4. The need for group discussion like yesterday's was consistently expressed in the evaluations. The Project Staff will provide for it.
5. Do not fear lack of closure in a discussion session--it may be delayed but it will come. Let's consider all aspects of problems and alternative solutions to them during these days together, and by Friday afternoon we will be better prepared to try to arrive at some consensus.
6. Speak freely and listen carefully to each other.

9:00-9:30

Event 14: Viewing Videotape #2, an interview-discussion (20 min.) about school experiences with four boys, covering the following topics:

1. general feelings about school and what kids like
2. what makes kids feel good about school
3. what teachers can do to make kids "cool off"
4. what makes a good teacher
5. why kids do more for some teachers
6. why teachers sometimes make kids mad
7. how a teacher can get kids to work and learn and get along
8. how kids can do more to help themselves in school
9. what teachers have done that make kids feel bad about themselves
10. why teachers sometimes feel bad
11. how kids feel about tough, mean teachers compared with nice teachers.

Objective: To expose teachers to more views about corporal punishment and student perceptions about motives behind disruptive behavior.

9:30-10:15

Event 15: Complete Response Sheet #6, thinking about both their own classroom and the general school setting.

Objective: To help teachers begin serious self-evaluation in response to feedback from students.

Event 16: Group discussion and listing of behaviors teachers desire (a) to eliminate or reduce, and (b) to increase.

(Evaluative Comments: The stimulus materials, the videotapes and the Response Sheets #3 on Day One and #6, seemed very effective in eliciting serious response from the teachers. They readily formulated a long list of behaviors (see Table 2) and discussed them

Day Two: Event 15

Response Sheet #6

What do the Children Want?

1. List at least six teacher behaviors you think student would like very much to see more frequently.
 - (a)
 - (b)
 - (c)
 - (d)
 - (e)
 - (f)

2. If you were to ask your students, while masquerading as a stranger, what you do that they very much dislike, what would be the six most frequent answers?
 - (a)
 - (b)
 - (c)
 - (d)
 - (e)
 - (f)

3. Take some time to think about how you feel concerning each group of behaviors. Do you want to change any of your behaviors?

Day Two: Event 16

TABLE 2
Behaviors Listed by Teachers

Pupil Behaviors Teachers Desire to Eliminate or Reduce

extreme aggressiveness
hostility (irrational)
lack of cooperation
defensive behavior without thought
profanity
insulting ("capping"--game of putting people down)
poor self-image (expectation of failure)
breaking of school and classroom rules and limits
social immaturity
disrespectful behavior toward teachers and other students
low esteem for the school (lack of pride)
anxieties--all kinds
lack of thought, effort to produce quality work
non-attentiveness, not listening
tardiness
absenteeism
resistance to learning
disrespect for property (of school and others)
lack of self-direction, dependency on teacher to control behavior
chewing gum and eating in class
wasting time
sloppy work
incomplete work
leaving school or class without permission
arrogance, defiance
indifference

Pupil Behaviors Teachers Would Like to Increase

curiosity--interest in work
responsiveness to teaching
wanting to please (the teacher)
independence (self-directive work habits)
happy, relaxed (classroom atmosphere)
involvement--really involved in their work
enthusiastic about learning
productive--get a lot done and on time
responsible--do what is expected without being monitored; being
able to trust students to carry out tasks
considerate--kind to adults and children
sensitive to feelings of others
parent cooperation (to change pupil behavior)
good self-concept, sense of personal pride and success at tasks
initiative
neatness
readiness to learn (not just ready to play!)
emotionally healthy, well-balanced and stable
creative

actively. Before beginning this event, the workshop leader made some selective statements affirming the desirability of differing teaching styles and differing opinions. The climate seemed open and free.)

Coffee Break

10:30-11:30 Event 17: Introduction to Reinforcement Theory as a Practical Classroom Tool. This was a semi-formal presentation in which the workshop leader both presented theory in a rather straightforward manner and used deductive problem-solving based on common classroom incidents. The basic content of the presentation is outlined on page 44. After about 30 minutes of presentation, the teachers were given Response Sheet #7 to fill out, and sharing of responses in the total group followed.

- Objectives:
- (a) To develop in each teacher a basic understanding of reinforcement theory.
 - (b) To teach each teacher how to recognize the basic types of behavioral responses explained by reinforcement theory (e.g., reinforcement of negative behaviors and positive behaviors, emotional responses to reinforcement).

(Evaluative Comments: The content and style of presentation seemed to hold the interest of the group and responses indicated that the basic content had been learned.)

INTRODUCTION TO REINFORCEMENT THEORY: APPLICATIONS TO THE CLASSROOM

Day Two (Event 17)

- I. Types of reinforcers
 - A. Positive and negative
 - B. Concrete to abstract
 - C. Immediate to delayed
- II. Desirable reinforcers in the classroom
 - A. Goal is for abstract, positive reinforcers that are delayed.
 - B. Many classroom reinforcers are negative reinforcers.
 1. Children will work hard to get out of class (i.e., bad behavior to get sent out to the hall) because the classroom is aversive (punishing).
 2. Children will work to avoid punishment from teacher.
 - C. Many of the positive reinforcers are most often gained through undesirable behavior.
 1. Acting out for teacher or peer attention.
 - a. The attention (teacher and/or peer) is desirable.
 - b. The behavior used to gain attention is undesirable.
 2. Generally, for these children, there are not enough positive reinforcers in the classroom. In other words, the reinforcers we offer them are not the ones they want.
 - D. How do we know what is reinforcing?
 1. We can ask the children what they would like for rewards.
 2. We can observe to see which rewards that are offered result in more desirable behavior, or we can observe which natural rewards the children work for, e.g., which peers have the strongest social reinforcement value?
- III. Effects of reinforcement
 - A. Positive
 1. Application--the application of positive reinforcement increases the general level of activity.
 2. Removal--the removal of positive reinforcement is followed by a rapid increase in behavior at first, followed by a decrease in behavior (extinction).
 - B. Negative
 1. Application. The application of aversive stimuli (punishment) results in a rapid decrease in all behavior (i.e., it is difficult to apply punishment to situation-specific behavior), accompanied by emotional behavior.
 2. Removal. The removal of aversive stimuli (punishment) will strongly enforce whatever behavior immediately preceded the removal.

Day Two: Event 17

Response Sheet #7

Identification of Reinforcers

Reinforcers which influence me	Things or acts I think are good reinforcers for most children	Reinforcers my pupils receive from me (positive or negative)
1	1 Call home with recognition	1
2	2 Praise child to principal	2
3	3 Privilege of using a free "corner"	3
4	4 Special privileges, responsibilities, helping others, teacher, monitoring, cleaning	4
5	5 A smile!	5
6	6 Tokens--earn a piece of candy, etc.	6
7	7 Games to play	7
8	8 A chance to dance	8

Go back and circle the numbers on ones you receive from pupils on occasion.

Go back and circle any you don't often provide and you could.

Go back and circle the ones you should increase

11:30-12:00 Event 18: The Teacher's Behavior as a Possible Reinforcer. Following a discussion of reinforcement theory and the reinforcers identified on Response Sheet #7, a workshop leader directed the discussion toward a personal examination of what gives reinforcers value. The participants were asked to think of people whose response (praise, criticism, or punishment) really affected them, and to ask themselves why it did. The point was made that in order for a teacher's behavior to have reinforcing value, the teacher as a person and/or role must be important to the child. The idea of a teacher as a friend was discussed.

Objective: To help the teachers begin to examine the effects of their classroom behavior with individuals and to consider how it might become more effective in achieving the desired outcomes.

Lunch Break

12:30-12:45 Event 19: Introduction to the Organization and Purpose of Skill Sessions. It was explained that the group had been subdivided into kindergarten-primary and intermediate teachers for skill sessions. Two different sessions would be conducted that afternoon and the morning of Day Three. The two groups would alternate attendance at each session. The purpose was simply stated: to study and develop in smaller groups specific skills suitable for certain grade levels.

12:45-2:15 Event 20: Skill Sessions

1. Behavior modification: simple techniques for classroom use. (intermediate teachers)
Completion of Response Sheet #8, an exercise of application.
2. Classroom organization for increasing pupil self-direction,

Day Two: Event 20

Response Sheet #8

Behavior Modification Skill Session--Observation of
Videotapes

Positive or Negative Behavior:

Child _____

Defining:

(a)

(b)

(c)

Tally Sheet for Counting Behavior

BehaviorMinutes

15-second Time Blocks

(a)

1

2

3

4

5

(b)

1

2

3

4

5

(c)

1

2

3

4

5

responsibility, and group planning and activity (kindergarten-primary teachers). Completion of Response Sheets #9a and b, a self-check on knowledge of content of session.

The two skill sessions are outlined on pp. 51-56.

Coffee Break

BEHAVIOR MODIFICATION: SIMPLE TECHNIQUES FOR CLASSROOM USE Day Two
(Event 20)

- I. Purpose of skill sessions
 - A. Diversity of philosophies of man and theories of instruction.
 - B. We would like to open up a number of areas that teachers may find useful to facilitate classroom activity.
- II. Important issues in the systematic control of classroom behavior
 - A. Pinpointing behavior we are concerned with.
 1. What, specifically, is the child doing that we want to change?
 2. Do we want less of this behavior (is it undesirable? decelerate)
 3. Do we want more of this behavior (is it desirable? accelerate)
 4. We must specifically define what the child is doing that we like/dislike (operationally define)
 - a. What is he doing?
 - b. When is he doing it?
 - c. How often is he doing it?
 - B. Counting
 1. Is he really doing it as often as we think?
 2. What else is he doing?
 3. Who counts?
 - a. Teacher
 - b. Other students
 - c. A child can count himself (this way, in fact, may alter the behavior in question in the desired direction).
 - C. We never want to try to eliminate an undesirable behavior without trying to build up a desirable behavior.
 1. We should always attempt to give children alternatives to undesirable behavior.
 2. E.g., if a child is acting out for attention, our goal is to reduce the acting out, but we must also build up appropriate behavior so that he can gain attention by doing what we want him to do.
- III. Exercises--Response Sheet #8
 - A. First observation of videotape: A male teacher instructing a class from the front of the room. The camera stays on the teacher as well as most of the class, enabling the viewer to focus on one child for close observation.
 1. Define what the children are doing.
 - a. Each teacher writes down definition for specific child.

- b. Discuss, look at tape, and rewrite.
 - 2. Select certain children for observation.
 - a. Define what we want to count (negative).
 - b. Discuss a "movement cycle."
 - 3. Work out a time-sampling procedure.
- B. Second observation of videotape
 - 1. Counting as defined in III,A,2
 - a. Use pre-made observation sheets, allowing for alternatives in categories per discussion (III,A,2).
 - b. Compare counts by different people.
 - 1) Was the child really behaving as we had initially thought?
 - 2) Do we have consensus?
 - 2. Repeat this process as needed for negative behavior.
- C. Third observation of videotape
 - 1. Using the same children as used in negative counting, define a positive behavior for observation.
 - a. Each teacher writes down definition for a specific child.
 - b. Discusses, looks at tape, and rewrites.
 - c. Go through movement cycle process for positive behavior.
 - d. Time sampling for positive behavior.
 - 2. Compare counts of positive behavior.
 - a. How does positive compare to negative?
 - b. What sort of differences are there between the children we selected for observation?
- D. What causes the differences?
 - 1. What are the reinforcers?
 - 2. Are some children reinforced only for "bad" or "good" behavior? Do some children really have alternatives?

(Evaluative Comments on the Skill Session on Behavior Modification: the participants tended to focus on the activity of the teacher in the videotape, rather than on the children. After this difficulty was overcome, the teachers were able to pick a child and define a specific behavior for observation. There was considerable surprise when they discovered that they had widely different counts of what they thought the defined behavior was. After a redefinition and specification, the teachers reached a consensus regarding the definition and frequency of the specified behavior. The same process occurred for both the kindergarten-primary and intermediate groups.

The teachers found it illuminating that undesirable behavior occurred less frequently than they had thought. Also, they had not considered that some children are simply not reinforced for positive behavior and are attended to only when they act out.)

Day Two: Event 20

Response Sheet #9a

Session on Increasing Responsibility

When a teacher gives increasing responsibility to a child, with which he can be successful, the teacher is communicating _____. Therefore, being successful with his responsibility will increase his _____ and _____.

Is it true that if pupils gain in power, the teachers necessarily have to lose some power? _____

Give three reasons why "class meetings" can be very effective in increasing the self-direction and responsible behavior of students.

- (a) _____
 (b) _____
 (c) _____

List the four steps in leading your class through a meeting for solving social problems: (a) _____

- (b) _____
 (or series of (c) _____
 meetings) (d) _____

Suggest three topics you think might be provocative, meaningful ones in class meetings with children the age you will be teaching:

- (a) _____
 (b) _____
 (c) _____

What time might I set aside for class meetings that would be effective?

What satisfactions do I think a teacher can gain from a class meeting?

What problems in conducting a class meeting do I fear somewhat?

Day Two: Event 20

Response Sheet 9b

Session on Increasing Responsibility (continued)

Describe briefly three ways pupils the age you teach can help each other with schoolwork or controlling behavior:

- (a) _____
 (b) _____
 (c) _____

In order for the pupils in a class to become increasingly self-directing, the teacher must _____

If I want my children to go right to work when they enter the room after recess, then I should _____

What three elements should Learning Center contain to be most effective methods of teaching?

- (a) _____
 (b) _____
 (c) _____

List three or four types of Learning Centers you think would be effective with children at your grade level (identify learning content only):

- (a) _____
 (b) _____
 (c) _____
 (d) _____

To reduce my need to direct my students and to increase their ability to direct themselves individually and as a group, I plan to try:

Please list briefly and indicate any help you would like

CLASSROOM ORGANIZATION FOR INCREASING PUPIL SELF-DIRECTION,
RESPONSIBILITY, AND GROUP ACTIVITY AND PLANNING Day Two (Event 20)

- I. Conduct a model "class meeting" on the subject of POWER. What is it? What kinds are there? People power: within self and outside self. Can it be in one spot; can it be dispersed, shared? Can it grow? (examples)
 - "I can help your power grow as we work in our classroom. . ."
 - "What do you do if a car loses its power? (push it, from outside, to get it started. . . .)"
 - Compare with people power: babies, kids, adults, individuals vs. groups, use of machines, skills to increase power, self-control, independence.
 - "I can let your power grow as long as you don't take mine away. What power do I, as your teacher, need? Why?"
 - Deduce need for rules to protect individuals.
 - Discuss how individuals' power can be increased in the class.
- II. Analyze what is going on during such a class meeting. What is communicated to each individual (child)?
 - A. Identify effects of respect conveyed:
 1. increased self-esteem
 2. increased sense of power, influence
 3. increased sense of ability to think, reason through problems, and arrive at own conclusions.
 - B. Clarify nature of distribution of power: if pupils gain in power, the teacher does not necessarily lose power but in fact may gain substantially in power also.
 - C. Class meetings can be very effective in increasing the self-direction and responsible behavior of students because:
 1. respect and trust are conveyed
 2. skill in reasoning and problem-solving develops
 3. as people share in decision-making, their commitment to making the decision right (be effective) is created
 4. as power is distributed among pupils, the group becomes more proud, cohesive, and accountable for attainment of goals.
 - D. Refer to Glasser (1968). Discuss:
 1. ideas for topics
 2. kinds of class meetings: problem-solving, open-ended, educational-diagnostic
 3. environment--seating arrangement, role of teacher, tone
 4. most effective time for class meetings.

E. Steps in problem-solving.

1. identify the problem
2. consider alternatives
3. try alternatives; test ideas
4. evaluate effectiveness of ideas, efforts.

F. Satisfaction gained by the teacher from class meetings.

1. knowing individuals
2. increased motivation
3. reduced discipline problems
4. improved attitudes
5. individual growth, changes
6. help from the group in controlling each other

III. Methods of dispersing power in a classroom:

A. Group involvement in

1. setting standards for evaluation of work and behavior
2. establishing rules and consequences to be expected when rules are violated
3. identification of effective rewards and punishments.

B. Division of the class into Teams:

1. seating arrangement in small groups--own arrangement if it meets group-established standards
2. rotating leadership--elect on basis of performance, effort
3. earned rewards, privileges
4. begin with one small time segment and expand
5. team projects, self-determined goals, own evaluation, guidance (to assure success because of adequate skill and clear directions), expectations.

C. Working individually or in pairs:

1. contracts (see Appendix E)
2. charts (see Appendix E)
3. self-correction, partner checks?

D. "Experts" to help others.

1. each can be expert in something
2. earn role: class define qualities
committee or teacher selects each week
posted for each work area.

IV. Ingredients for successful dispersion of power:

A. Clear expectations:

1. teacher limits, school limits, group limits

2. rules for behavior
 3. plans so that each individual knows what work he has to do
 4. explicit directions for every task (board, chart or ditto).
- B. Immediate reinforcement, i.e. rewards. If you want children in seats immediately upon entering room after recess, for example, what is needed? (plans, ability, rewards). Example of a class earning field trips.
- C. Learning Centers:
1. based upon interests, interesting tasks
 2. relevant, meaningful to the child
 3. appropriate length of concentration time needed
 4. appropriate level of difficulty
 5. explicit directions, including what to do when finished
 6. self-check method, partner to help?
- D. Experience sample centers in room; discuss ideas for constructing them (four teachers agreed to serve as resources).
- V. Methods of further individualizing, a step at a time.
- A. Posted steps.
 - B. Individual booklet, folder, prescribing sequence.
 - C. Chart to record completed work.
 - D. Methods of self-check (use of manuals, "experts," "jr. teachers."
- VI. Concluding, summarizing discussion. Complete self-check sheets at home; return them tomorrow to add to the notebook.
- (Evaluative Comments on the Skill Session on Classroom Organization: the kindergarten-primary teachers responded to this session enthusiastically, and they contributed many creative ideas and valuable observations. The session was held in a second-grade classroom set up with learning centers and guidelines for self-direction. The teachers were drawn into a circle and the workshop leader, acting in the role of a classroom teacher with children, led them into a "class meeting" on the topic of power, as outlined. The teachers of younger children fell into the roles of children in discussion quite easily and with enthusiasm, but the intermediate teachers felt uncomfortable and it was difficult to elicit responses from them.
- The last part of the session involved the teachers in exploring learning centers. Four teachers (two who were resource teachers in the school) demonstrated centers they had used or planned to use.

The participation of these teachers was very effective with the kindergarten-primary group, but the intermediate teachers tended to be hesitant and to protest that such plans might work in the lower grades but that older children would exploit such opportunities. The response of the second group could be described best as reluctant, with some negativism.

Because of the extensive discussion and questioning regarding learning centers, the first group ran out of time to complete the self-check sheets as planned. They were asked to take them home and return them the following day. The second group of teachers completed the session as planned. Both groups seemed to like the sample charts and other duplicated materials provided [some are found in Appendix E]. This session was definitely practical in content, and teachers were pleased to operate at the level of practical problems of organization and of implementing plans based on theoretical ideals.)

2:30-3:30

Event 21: Getting information from your new class: some devices. Introduction of the book Diagnosing Classroom Learning Environments designed for use by classroom teachers (Fox, Luszke, & Schmuck, 1966). The book was described as a useful source of ideas for seeking various kinds of information from the class. Several questionnaires in the book were cited as examples of the different kinds of tools the teacher might be interested in using: a questionnaire on likes and dislikes about the class; a sociometric instrument, individual pupil's perceptions of how the whole class feels on aspects of classroom life; a self-concept scale, and a sentence-completion form on feelings and attitudes toward self and school. Each teacher was provided with a copy of this book to encourage its use. An offer was made to duplicate any forms desired.

Objective: To provide teachers with alternative ideas of how to gather information about students.

Event 22: Teachers complete Response Sheet #10.

Objective: To lead the teachers into beginning to plan specific methods

Response Sheet #10

Getting to Know My StudentsDay Two: Event 22

Five or more specific types of information I would like to know about each child in my class.

Tools I might use--where to find it.
(If making up your own, jot down in ideas.)

When do I plan to use it?

to use; to measure their ability
or willingness to use the infor-
mation provided.

Measure: Response Sheet #10

Event 23: Summary, evaluation, and planning.
Completion of the daily evaluation.
A summary of responses is given on
the evaluation sheet.

(Evaluative comments: Owing to lack of time,
answers to Response Sheet #10 were quite
meager. Therefore, no representative
responses are shown.)

Day Two: Event 23

Evaluation Sheet for Day Two
In Thinking Back Over Today's Session

1. Which activities or experiences did you find helpful to you? Be brief, but also as specific as possible.
 - 10 Session on classroom organization
 - 5 Videotape
 - 3 General discussion and evaluation
 - 2 Skill session on behavior modification
 - 2 Discussion on desirable and undesirable behaviors
 - Tools for use in classroom
 - Discussion on reinforcement
 - Nothing
2. Were any parts of today's activities not particularly useful to you? Please specify and tell why, if possible.
 - 13 "All useful" or nothing listed
 - Response sheets
 - Program too long--too much discussion
 - Somewhat confused on counting behavior
 - Discussions are in too big a group
3. Which, if any, ideas or techniques considered today would you like to explore further?
 - 6 Learning centers
 - 4 Class discussions (meetings)
 - 3 Listening to children --smaller groups in class
 - 2 Reinforcement and behavior modification skills
 - Classroom tools
 - Videotape
 - Discipline
 - Response sheets #6 and 7 (to use in class)
 - Reaching parents
 - Open mindedness
4. List those things from today's session you think you would like to try out or apply in your teaching.
 - 10 Learning centers
 - 7 Class meetings/planning
 - 4 Positive reinforcement and behavior modification
 - 2 Classroom tools
 - Class flexibility
 - Parent discussions
 - Nothing
5. General comments (such as suggestions, criticisms, thought you have about the day or the workshop so far).
 - 5 "Ok" or "fine" to "very enthusiastic."
 - 3 Getting tired--sitting too long
 - 3 Miscellaneous and irrelevant comments
 - 2 Hesitant, resistant
 - Liked breaking into intermediate and primary groups
 - "Still feel like I'm just getting into workshop."
 - Would like a day to bring and display ideas
 - Have some means of calling group to attention

Evaluation and Results of Day Two:

The Project Staff was pleased with the response of the participants the second day. The teachers seemed to find the skill sessions and the discussion of the videotape (including the listing of desirable and undesirable behaviors) extremely interesting and worthwhile. Appreciation for the clarity of the presentation regarding reinforcement theory was expressed, and many teachers indicated that the day had been so stimulating that they were exhausted and somewhat overwhelmed.

In the group evaluation some significant contributions were made by the participants. A black teacher exclaimed that "we are not hitting the real problem yet! The problem is how to reach kids and make them want to learn." Another black teacher strongly recommended the involvement of parents. She suggested a one-night parent workshop to teach them some important skills. She also recommended that every teacher visit every home of pupils in her class before the start of school. There was considerable reaction, especially to the last request. It was agreed finally that all teachers should make home visits before the end of the first month of school.

A young teacher questioned the extent of administrative support for teachers who were trying to become more effective. A feeling of distrust and hostility was communicated as she spoke. The principal responded by reaffirming his support and by stating his hopes that the faculty, as a result of this in-service program, would agree upon this goal: "To change your attitudes toward children; to change your children's attitudes toward school, and thereby to change the total picture of this school." He urged the research team to make the objective explicit--that "we are trying to change attitudes." The workshop leaders instead reaffirmed the open nature of the workshop and their purposes of exploring with the school staff situations as they are in the school, looking at alternatives for experimentation, and learning how to function as a problem-solving group. Then, the group could establish, by the last day of the workshop, goals toward which they could strive during the following year. The group dispersed on that note.

WEDNESDAY: DAY THREE

9:00-10:40

Event 24: Each of the two groups, kindergarten-primary and intermediate, attended the skill session not attended the previous afternoon.

The objectives and evaluation were reported for Day Two.

Coffee Break

11:00-12:00

Event 25: Videotape #3 of interviews with a black teacher from another school in the district and one of her students selected at random from a group willing to be interviewed. Shown in two parts as outlined below.

Part One: Interviewing the student

Objective: To develop the ability of teachers to identify significant feelings students have in the classroom concerning an "outstanding teacher," and the traits or behaviors students may identify as important in teachers.

The student's responses (main points):

1. She makes the kids feel good.
2. She makes you feel proud of yourself and the class--you believe you are the best class anywhere.
3. She respects us--you know it!
4. She talks to us; she helps us understand our work, when we are wrong, and why we need to change our ways.
5. She gives us rewards and privileges, like games to play or going with her to the Dairybelle for lunch, or to her house after school.
6. She shows you she is happy with you when you do better.
7. She ignores the kids being bad, unless they get too bad and she needs to help them.

Part Two: Interviewing the teacher

- Objectives:
- (a) To help teachers be able to identify specific behaviors producing desirable feelings in pupils.
 - (b) To provide a model of effective teaching in a situation comparable to their own.

The teacher's comments (main points):

1. If there are behavior problems with students, the teacher must first seek to identify the causes.
2. If a child's achievement is low, he may be mentally slow but he also may be shy or afraid of failure.
3. The teacher must work with the child as a team, accepting him where he is and going from that point with him. Begin where he can succeed.
4. Some children have expectations that are too high, some too low; help each child set realistic expectations.
5. Learn each child's name as soon as possible; it is most important for a teacher to have a warm personal relationship with each child.
6. When some students "test" the teacher (her control), she must remain confident and positive. She should communicate confidence that they can change. She must give them compliments, building up their pride, and then let them know she enjoys being kind. Let them know they can't upset the teacher or make her unkind or negative toward them.
7. If one person is disrupting the class, don't react to the whole class; the teacher can privately tell the child her own feelings.
8. Maintain contacts with parents and be honest with them; tell them the good and the bad things about the child. Know the home.

9. A good technique for getting attention when the class has become noisy is to say, "If you are not talking please raise your hand." Refuse to go on until all are ready.
10. If there is a "ring leader" who is causing disruptions, the teacher may take him aside and tell him that such behavior is not allowed in the class. If he does not want to behave as expected in the class, he may find another class. The teacher should make the limits of the classroom clear and set firm expectations.
11. Responsibility should be assigned to children with social power (whether they use their power positively or to disrupt). It is helpful to divide the class into small groups to work together, each group getting themselves ready. Change the composition of the groups frequently.
12. It is great to have a Teacher for the Day. The child who is Teacher for the Day feels great prestige--he really feels like somebody. He assumes responsibilities and helps the teacher all day--monitoring, correcting papers, excusing for recesses, etc.
13. If the teacher whispers what she likes and dislikes in a child's ear, he will appreciate it and respond well to it.
14. Teachers should touch their students. Kids want to know she sincerely cares about them and respects them, not as objects, but as persons.
15. Teachers can't be phony--kids recognize phoniness instantly in relationships. She must be sincere--must try to like and respect them.
16. Let the kids tell the teacher what

they like and dislike in her as a teacher, and as a person. It should be accepted and used for improvement.

17. If kids are hostile, don't go to their level of response and be hostile in return. The best results will come from sincerely liking them and letting them know the teacher respects them and wants to help them.
18. Begin the year with warmth, not coldness. If the child likes the teacher, he'll learn!

(Evaluative Comments: The videotape was well received, although a few teachers became defensive and said that the teacher spoke as though what she recommended were simple. After the first part of the tape, the workshop leader led a discussion about the student's feelings and the teacher behaviors which she liked. The teachers discussed with interest. They became a little restless by the end of the teacher interview, however, so discussion was delayed until afternoon. The total time required for the tape was about 45 minutes.)

Lunch Break

12:30-12:45

Event 26: The completion of Response Sheet #11 which had been distributed before lunch. The sheet required the recall of information in the previous videotaped interviews.

12:45-2:30

Event 27: Continuation of the discussion of the teacher as reinforcer, adding examples of reinforcements from the comments of the teacher who was interviewed on videotape.

(Evaluative Comments: The response to the discussion was intense, so the half hour scheduled was extended to over an hour and a half. The teachers brought up the need for positive reinforcement for them from administrators. There was much sharing by many teachers of the "burden" they carry and the felt absence of appreciation or reinforcement from the administration, school, and district. The principal

and vice-principal were absent that period of the day. The discussion was very open. One teacher commented that this was the first time she had ever seen the staff share their feelings openly in many years of teaching in the school.

A black teacher shared some of her experiences in interviewing parents in the summer, which had been part of a summer job.

A young teacher openly expressed her need to have the group act on specific ideas that she had suggested in earlier discussions regarding the need for administrative support, consistent school policy, and the elimination of corporal punishment. The group discussed her ideas further. She received many supportive comments from the group but failed to obtain the consensus she desired.

Another teacher shared her resentment of evaluation by the administration and even felt the workshop leaders were another form of evaluation. This was the teacher who had refused to make a name tag the first day; she also had not completed some of the response sheets in the morning. She told the workshop leader before the morning session began that she felt very upset because a parallel had been drawn between her feelings about making a name tag and children's feelings about work. She asked the workshop leader not to "pick on her" again. She had seemed to respond to the leader's apology, but by the afternoon discussion her hostility seemed to be mounting. She stated that she felt pushed in the workshop--that we were pushing the teachers toward some predetermined goal.

The leader encouraged others to express their feelings about the workshop. The confrontation was successful, and after considerable discussion of the purpose of the project and the methods being employed the session was terminated by a break.)

2:45-3:20

Event 28: An expectancy exercise. The participants were given a four-page exercise in which a new student was described and the teacher was asked to make generalizations and predictions about his behavior from

the information given. (Response Sheets #12a-d. A sample response is shown for illustrative purposes.)

Objective: To create awareness of the tendency to hold expectations about children based on initial information or impressions, and the tendency for those expectations to influence the nature of a teacher's interactions with the children.

(Evaluative Comments: Time was shortened because of the lengthy discussion preceding it. All participated readily in completing the four sheets; the instructions were simple and the activities interested the teachers.

The teachers were asked to share their responses to the new student, "Marty," and they quickly realized that two differing descriptions had been given out.

The participants seemed to respond to the exercise as if it were a game rather than a serious learning activity with implications for their future teaching behavior.)

3:20-3:30

Event 29: There was not time to hold a group evaluation session, and it did not seem important after the open discussion earlier. The daily evaluation form was distributed and teachers completed it in the last few minutes. A summary of the responses is given on p. 70.

End of the day.

Day Three: Event 26

Response Sheet #11

Compilation of Types of Teacher Responses--
as Based on Videotape Interview

1. What feelings did the students express that you would like all children to have about themselves, school, and teachers?

Loves and admires teacher
Confident teacher cares about her, is her friend
Feels teacher respects all
Eager to please
Feels successful, a good student
Happy and pleased with self, pride in self
Eager to learn; interested, willing to work
Loves school
Proud of class, group behavior
Students care for each other

2. What specific things does the teacher in the tape do which create those feelings in her pupils?

Learns each child's name
Really cares about each individual
Respects pupils
Touches affectionately, is warm
Compliments, gives sincere praise
Whispers criticism in ear
Accepts child's criticism
Accepts child where he is; builds success
Refuses to talk when pupil is talking
"Teacher for the day"
Works in small groups
Regards class like family, team
Gives children responsibility, choices
Allows time for favorite things
Makes work enjoyable
Discusses goals
Is firm, consistent
Is kind, expects kindness in return
Is honest
Teacher's behavior is an example

3. What ideas of techniques did you get from the tape that you would like to try?

<i>Listen to children</i>	<i>Have pupils set goals</i>
<i>Talk with children individually</i>	<i>Give compliments</i>
<i>Don't keep after school except to "talk"</i>	
<i>Have clear expectations</i>	
<i>Have more patience</i>	
<i>Be calm--not get upset</i>	
<i>Work with child as a team</i>	
<i>Build up pride</i>	
<i>Be consistent, follow through</i>	
<i>Raise hands if listening</i>	
<i>Have team leaders help with discipline</i>	

Day Three: Event 28 Response Sheet #12aMarty

A boy named Marty is going to be a new student in your class. He is generally an energetic, talkative, confident, cold^a, inquisitive and persuasive child. Write a brief characterization or description of what you imagine Marty will be like. *A discipline problem - hard to motivate because he doesn't care to please. He will probably be stubborn and tend to defy my discipline efforts. He will wiggle, move around and disrupt the class a lot while also not getting along with peers because of his coldness, selfishness, demanding bossiness.*

Response Sheet #12b

Marty

Now, check those of the following traits which you think would most likely describe Marty.

generous _____

shrewd ✓domineering ✓

popular _____

prompt _____

clever ✓hostile ✓self-centered ✓

cooperative _____

happy _____

unkempt ✓insensitive ✓

friendly _____

irritable ✓blunt ✓

sociable _____

tardy ✓

humorous _____

uncooperative ✓

attentive _____

sympathetic _____

inconsiderate ✓sloppy ✓conscientious ✓

polite _____

neat _____

inattentive ✓disruptive ✓industrious ✓

foolish _____

sarcastic ✓consistent ✓

^aHalf the teachers received the descriptive term "cold" and the other half "warm." This is the only way the two forms of the exercise varied. The different teacher responses were compared and discussed.

Day Three: Event 28

Response Sheet 12c

Marty

After you have had a chance to get to know Marty and work with him in class, you find that he is somewhat uncooperative. He is usually quite untidy in appearance and he does not always pay attention. He is often disruptive in class, being his usual and boisterous self. He is a little lax in turning his work in on time, and often needs some prodding to finish it. Sometimes Marty does about average work, but usually he does quite poorly. You have just given the class a test with 30 two-digit multiplication problems which they have been practicing during the past week. How do you think Marty probably did on his test?

poorly - 12 out of 30; doesn't like math tests

Does the description above fit your picture of Marty?

_____ yes, generally

☒ partially so

_____ it's a little different

_____ it's very different

If you checked one of the last two categories, has your picture of Marty now changed any? _____ If so, how? (briefly)

Response Sheet 12d

Marty

You have now just finished grading the tests, and note that Marty failed--in fact, he got only 10 right out of the 30 problems. What is your reaction? Irritated - know he is bright enough

to do better; just stubborn - won't do anything
he doesn't like

What will you mark on Marty's paper?

Do again

Will you do anything else in regard to Marty's performance. If yes, what?

Eliminate privilege of free time to take
test again.

Why do you think Marty did so poorly on this test?

Stubborn!
Uninterested!

Day Three: Event 29

Evaluation Sheet

In thinking back over today's session:

1. Which activities or experiences did you find helpful to you? Be brief, but also as specific as possible.

11 Videotape
 7 Behavior modification skill session
 3 Classroom organization skill session
 3 Discussion of Marty
 Afternoon open discussion
 All helpful

2. Were any parts of today's activities not particularly useful to you? Please specify and tell why, if possible:

12 None-- or blank
 2 Too long, directionless "rap" session after lunch
 Counting behavior skill session--to much emphasis on mechanics

3. Which, if any, ideas or techniques considered today would you like to explore further?

6 Staff discussion
 3 Discipline
 3 Learning centers
 3 Techniques of teacher on videotape
 Power
 Reinforcement
 Drawing likes and dislikes from children

4. List those things from today's session you think you would like to try out or apply in your teaching.

6 Techniques of teacher on tape
 3 Counting behaviors
 2 Learning centers
 2 Class meetings
 2 More problem solving
 2 None
 Not raising voice and scolding

5. General comments (such as suggestions, criticism, thoughts you have about the day or the workshop so far):

4 Good, excellent, enjoyed it
 3 Tired of sitting--get tired by end of day
 2 Taped interview with teacher very helpful
 Want more techniques of getting information from class
 Would like to hear from those who haven't been talking
 Today has been more down to "facts and figures"
 We are beginning to realize we can change and enjoy it
 Not nearly so frustrated today
 Am hopeful--need help

Evaluation and Results of Day Three:

This day was considered by the Project Staff to be the critical turning point in the pre-school workshop. The response to the videotape of the student and teacher in the morning had been excellent. Perhaps the interviews stimulated the lengthy discussion session in the afternoon. The workshop leaders felt confident that the decision was wise to drop all plans until the need for discussion was satisfied.

During the afternoon discussion, individuals ventilated hostilities which had seemingly impaired the working relationships on the staff in prior years. The group seemed markedly more solidified after the afternoon discussion. Some teachers felt support from peers they had never felt before. No one seemed to feel that they were the target for criticism. The time spent in confrontation and discussion seemed very productive. A genuine esprit de corps began to develop.

THURSDAY: DAY FOUR

9:00-9:30

Event 30: Videotape #4 of interview with four girls discussing their opinions and feelings on the following topics:

1. Thinking back to a teacher they didn't like--why wasn't she a good teacher?
2. What can a teacher do differently to get the class to do what they should do?
3. What to tell teachers about what kids like.
4. Do kids like school?
5. What things kids like or don't like about school.
6. What teachers have done to make them feel bad or good.
7. How a teacher shows that she cares about them.
8. Things teachers have done that make them seem mean.
9. How can things be changed?

(Evaluative comment: The group was interested, but not as much as with previous tapes. Perhaps it was because the content was somewhat repetitive of earlier interviews seen.)

9:30-10:00

Event 31: Instead of discussing the videotaped interview, the group became involved in a discussion of the stipend being paid each participant in the project. The issue was raised that persons absent some days or parts of days should not be paid the same amount as people who were present at all sessions on all the days. One teacher was not present, due to an out of town delay, and it was suggested that she be paid nothing but be expected to participate during the school year.

(Evaluative comments: The research staff felt it was necessary to take time for this unplanned discussion, lest morale decrease and attendance decline. It also afforded the opportunity for the staff as a whole to focus on a

issue of general concern, and to come to some decision as a group. A few teachers resented having to discuss this matter because they did not share the concern. The teacher who on Day Three registered heavy grievances against the workshop now expressed her disappointment regarding such concern over money. She stated that the teachers should feel the professional commitment to come to the workshop to learn. This appeared to be her turning point in the week; henceforth she was more cooperative and positive, even sitting in the circle instead of apart as she had earlier.)

10:00-10:30

Event 32: Presentation of self-concept and locus-of-control (see outline of presentation and Fig. 1). This was an informal lecture with numerous examples from daily experiences interjected.

Objective: To enable each teacher to be able to explain some key elements of self-concept theory.

Measure: Response Sheets #13a and b.

(Evaluative comment: The group seemed attentive and interested. The content appeared to be meaningful and clear.)

10:30-11:00

Event 33: Complete Response Sheets 13a and b, taking a break for coffee as desired.

(Evaluative comment: Some individuals seemed somewhat reluctant to fill out Response Sheet #13b involving perceptions of themselves, but most completed it. Some cartoons relating to self-concept and locus-of-control were passed out, and teachers enjoyed them immensely.)

11:00-12:00

Event 34: Relating expectations and reinforcement theory to self-concept and locus-of-control; informal presentation tying together the previous presentations and illustrative daily experiences. Response Sheet #14 was used to pose questions and to allow individuals to respond privately before group sharing of responses in the group.

Objectives: (a) To have teachers be able to identify their own expectations in the role of teachers; to identify common pupil expectations

SESSIONS ON SELF-CONCEPT AND LOCUS-OF-CONTROL Day Four (Event 32)

This session is an introduction only; the theories will continue to be applied and extended through the other sessions as well as in the next period in which methods of measurement will be considered.

1. Have teachers quickly fill out Response Sheet #13 as best they can (can add to later).
2. Identify the Ideal Self-concept, which exists at all ages.
3. Consider sources of self-concept: what do you think influenced what you wanted to become, who you think you are.
4. Define self-concept:

set of perceptions of self which form a picture in the mind of the individual of what he is

core of personality organization, controlling behavior formulated through experience, interaction with people

composed of: social self (from interaction with peers, significant people in his life)

physical self (senses, body awareness, image)

real self (based upon actual achievement, experiences revealing own traits, qualities, competence to self)

Ideal Self (what one would like to be)

(Note: this division is arbitrary--really identifies sources.)

5. Self-esteem is the set of feelings a person has about the picture he holds of himself.
If experiences repeatedly attack the person's sense of worth, he is forced to react by (a) aggression or (b) withdrawal, which essentially mean attacking the source of rejection or criticism or accepting a lack of personal worth. What behaviors result? (See chart in notebook.)
6. Rogers (1969) and Lecky (1945) identified self-consistency as the major motivation in life (even more powerful than self-esteem, once a self-concept has become stabilized); a person will do anything to preserve the picture of himself which he has formulated. Uncertainty is very uncomfortable in such a vital matter. What implications are there for children in the classroom? (e.g., a failing child, a low achiever.)

7. If a child has an unhealthy self-concept, the only effective medicine is SUCCESS, because basically every person wants to feel good about himself, worth something.

8. Define locus-of-control: as part of the individual's self-concept, he pictures himself as having relatively less or more control over his activities and success in life.

Well-adjusted person will be able to accept all parts of his self-picture into awareness, accepting his limitations or weaknesses as well as his strengths. Thus, he will be apt to see himself as able to succeed to a satisfying measure in most ways if he tries--especially in social situations not depending on specific skills or aptitudes. (examples)

A person with low self-concept, lacking self-esteem, will tend to see himself as powerless, unable to influence anyone or anything because of his lack of ability and worth. (examples)

9. Both self-concept and locus-of-control are difficult to measure, but what the individual is willing to report about himself is usually the best he can state.

(Follow with examination of measures after completing a self-check, Response Sheet #13b, to be sure all understand the basic ideas and concepts involved.)

FIGURE 1
CHILD'S SELF-CONCEPT

Day Four
(Event 32)

Cues from "significant others"

ridicule
sarcasm
annoyance
rejection
anger
distrust
discouragement
impatience



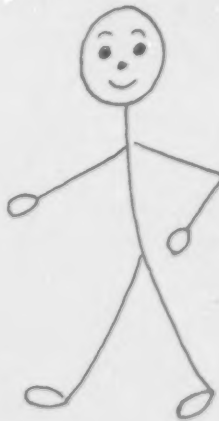
Sense of Failure, Low Self-esteem

Behaviors and performances

aggression
indifference
failure
withdrawal
tension
hostility
fear
guilt
submissiveness

Cues from "significant others"

acceptance
love
concern
encouragement
security
empathy
sensitivity
understanding
respect



Sense of Personal Worth

Behaviors and performances

success
creativity
achievement
belonging
interest
identification
cooperation
curiosity
enthusiasm

Day Four: Event 33

Response Sheet #13a

The picture I had of myself when I was a child (List words or phrases describing)	The picture I had of what I wanted to become as an adult (words or phrases)	Words that describe the picture I have of what I am now as an adult
Secure as a loved person within family Secure in ability to learn and ability to get attention for art ability. Foreign parents made me less secure. Father's "drinking problem" made me fearful. Early learned I was low in social pecking order. Withdrew into more secure secret life of fantasy based on constant reading.	Wanted to be completely different. Wanted to be small, beautiful and graceful.	Still cut off from other people. Protect self by not taking chances. Constantly surprised by warmth in other people.

Day Four: Event 33

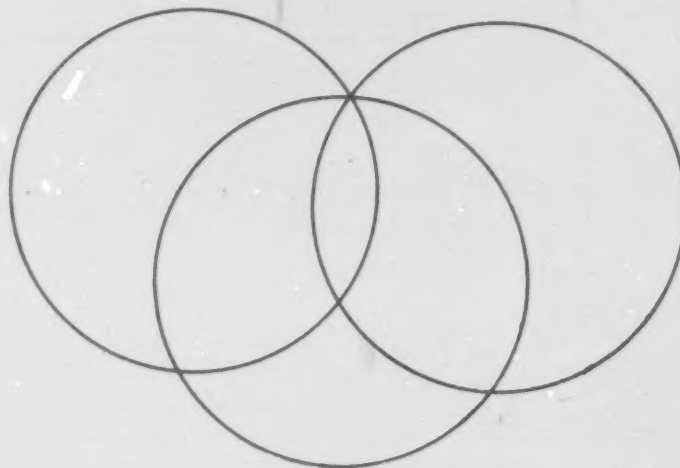
Response Sheet #13b

Self-Concept

A person's self-concept is most simply defined as _____

A person develops a self-concept largely through _____

If the drawing below represented a self-concept, what labels would you put on each part?



According to Rogers and Lecky, the major motivation in life is _____

Therefore, a person generally behaves in a way to _____

If his self-concept is threatened, an individual may behave in one of two general ways: _____

The set of emotions or feelings a person has about his picture of himself is called _____.

The best medicine for an unhealthy self-concept is _____.

We often have different self-concepts of ourselves in different important roles. Think of your professional self-concept as a teacher; what words best describe the picture you have of your Self?

Day Four: Event 34

Response Sheet 14a

Compilation of Types of Teacher Responses

- | | | |
|--|---|--|
| <p>1 Think back to when you decided to become a teacher. How did you expect children to behave that would be rewarding, satisfying to you?</p> <p><i>Cooperative</i>
 <i>Interested in learning</i>
 <i>Excited about learning</i>
 <i>To develop self-reliance</i>
 <i>Responsive to motivation</i>
 <i>Curious</i>
 <i>Regard the 3 R's as a small, mechanical chore, easily accomplished</i>
 <i>Quick to learn</i>
 <i>Polite to peers and teacher</i>
 <i>Try to follow directions--no coercion needed</i>
 <i>Obedient</i>
 <i>To like and respect me</i>
 <i>To direct energies to working and learning in the classroom</i>
 <i>Respectful of others</i>
 <i>Like school</i>
 <i>Happy</i>
 <i>Childlike innocence</i>
 <i>Eager to have teacher's approval; to please her</i></p> | <p>2 What have you found in this school that is different from what you listed in column 1?</p> <p><i>Lack of cooperation by some pupils to a greater extent than should be expected</i>
 <i>A lot of children are not motivated; don't seem to care whether or not they learn; lack of interest</i>
 <i>Lower than I expected academically; we labor over most primitive learning</i>
 <i>Little curiosity about most things except interpersonal relationships</i>
 <i>Discussions are impossible--always end in chaotic shouting</i>
 <i>Don't follow simple directions</i>
 <i>Often rude</i>
 <i>Slow learners</i>
 <i>Disobedient</i>
 <i>Direct their energies to talking and fighting</i>
 <i>Continual discipline problems</i>
 <i>Too many children have self-centered attitudes, yet poor self-concepts</i>
 <i>Preoccupation with social games instead of with learning</i>
 <i>Short attention spans</i></p> | <p>3 What specific feelings have you had in reaction to each difference you listed in column 2?</p> <p><i>Frustrated--extremely disappointed</i>
 <i>Inadequate</i>
 <i>Exhausted</i>
 <i>Unprepared</i>
 <i>Discouraged</i>
 <i>Confused</i>
 <i>Helpless</i>
 <i>Irritated</i>
 <i>Guilty</i>
 <i>Impatient</i>
 <i>Rejected--me and my preparation</i>
 <i>Tend to react with similar rudeness</i>
 <i>Urge to coerce</i>
 <i>Disgust!</i>
 <i>Want research--what should be minimal learning?</i>
 <i>Pressured</i>
 <i>Defeated</i></p> |
|--|---|--|

Day Four: Event 34

Response Sheet 14b

- 4 What do you think kindergarteners entering school in this community expect to experience?

Love
Kindness
Playing
Learning
Some are afraid of having to sit still, leave mothers, other children fighting them
Afraid

- 6 Look back at Response Sheet 6. Now add any more behaviors you think pupils want to see in teachers.

Warm personality; caring about children--friends
Pride for children as individuals
Firmness--limits without coercion
Humor
Fairness
Calmness, relaxed
Praising; smiling
Privacy of criticism

- 5 How do you think older students expect teachers to behave? (List specific behaviors)

To control them no matter how much they test her; to be 'boss'
Always friendly and helpful, or always strict, cold, and mean
Encouraging
To be firm and 'tough'
Many expect teacher to react negatively to them
Strict and stern
Kind and considerate
more expert, patient
To be fair, consistent
Always available for help
To be 'happy'; to smile
To allow some student organization
Slow to anger
Rudite

- 5 What thoughts do you have about how teachers might change the interactions with pupils and create more positive feelings?

Respect plays an important part; a teacher must genuinely like the children
More attention to individuals
Teachers going in with a more positive feeling
Listening more to students
Helping students make decisions for themselves
Tolerating differences
"Stay cool" at all times
Make kids feel important
More praise, rewards, encouragement
More personal, pleasant interaction and communication
Have smaller classes
Parent involvement

- 7 What three or four words best describe the way most kids in this community feel about school?

Dislike work
Enjoy peers
Frustrated, afraid
It's a punishment
Look forward to recesses
Negative
Frightened
Defensive
Bored, compelled
Hate school and teachers
The school is phony
A waste of time

of school and their role as pupils, and to relate both to actual reinforcements in the classroom

- (b) To develop teacher skill in being able to predict possible outcomes of teacher-pupil interaction, given certain behaviors and attitudes or expectations on the part of one or both

Measure: Response Sheet 14.

(Evaluative comment: Because the schedule of planned events had been changed so extensively, too many Response Sheets were scheduled this morning. A number of individuals did not complete 14b and were allowed to do so later.)

Lunch Break

12:30-1:30

Event 35: Introduction of Dissonance Theory or Congruity (Balance) Theory through the analysis of dissonant interactions in the classroom. Response Sheets 15a and b were used to clarify the concept as participants completed the forms together and discussed the examples, predicting outcomes.

Objective: To develop teacher skill in ability to analyze common interactions for the effects of congruity or dissonance produced. This was expected to help the teachers to see the relationship between behavior and attitudes or emotions.

The basic process was that of diagramming negative and positive aspects of an interaction and then predicting the outcome (Response Sheets 15a, b). The contingencies for desirable outcomes were discussed as well as possible reasons for a lack of change occurring. The teachers were relieved to do these response sheets together. They completed the exercises with ease but without much evident thought. They did appear interested, as they were attentive and responsive.

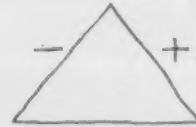
Day Four: Event 35

Response Sheet #15a

How Will the Dissonance be Resolved, Balance Restored?

Behaviors

Diagram the interaction for positive (+) or negative (-) value

Diagram

1. Susie has failed again and again.
Teacher tells her she will succeed if she tries; she has the ability.

2. Tommy plays games well. He usually plays a lot at recesses.
At recess the kids close him out of a game, refusing to let him play.



3. Rita feels able to accomplish anything she wants to do; has been successful.
Teacher says, "That's too hard a project for you to undertake. You'll never be able to finish it."

4. Johnny hates reading. He has found only criticism and embarrassment from trying. He is called on to read and answer questions. He is praised for his good reading and thinking, both by the teacher and the kids.

5. Betty worked hard on a report. She feels it is her best work.
Teacher gives her a D, noting "more effort needed."

6. Marc thinks his math paper is very boring.
His good friend says he thinks it is great fun.

Day Four: Event 35

Response Sheet 15b

How Will the Dissonance be Resolved, Balance Restored?What might the child think?What might the child do?

- | | | |
|-------|---|--|
| 1. | (a) Maybe I can do it all right! | (a) |
| | (b) The teacher doesn't know me
or she is trying to get me
to work. | (b) |
| <hr/> | | |
| 2. | (a) I don't want to play anyway. | (a) |
| | (b) They are just jealous of my
ability and mean! | (b) |
| | (c) I'm really not a very good
player. | (c) |
| <hr/> | | |
| 3. | (a) | (a) Gives up, doesn't do it. |
| | (b) | (b) Insists on going ahead
with the project. |
| <hr/> | | |
| 4. | (a) | (a) Looks proud; reads more and
completes more work. |
| | (b) | (b) Continues to hate and avoid
reading; does little work |
| <hr/> | | |
| 5. | (a) | (a) |
| | (b) | (b) |
| <hr/> | | |
| 6. | (a) | (a) |
| | (b) | (b) |

They reacted in many cases almost as though the tasks were too obvious, and gave little serious thought to them. It is doubtful that there was much transference of the exercises to the classrooms in the fall. Perhaps it was too abstract or theoretical after the morning sessions. It did not prove to be ineffective; just less effective than anticipated. Response Sheet #16 was recommended to be done independently later.

1:30-2:15

Event 36: Distribution and examination of instruments related to the project and theories discussed: self-concept inventories (Gordon, 1968; Marx et al., 1971; Marx, Peterson, & Nichols, forthcoming; Sears et al., 1972), Hess's Locus-of-control questionnaire (Hess et al., 1968), and TAMS inventory of pupil attitude toward school (Whitmore, forthcoming). Inventories can be found in Appendix C.

Objective: To have the teachers become familiar with methods of measuring, in children, the concepts presented.

(Evaluative comment: The teachers were interested in the various measures and read them critically, making suggestions freely.)

Coffee Break

2:30-3:00

Completion of an example of a self-concept inventory devised for this purpose only--this was not a published instrument (Response Sheet #17).

Objectives: (a) To have teachers experience the process of self-evaluation and self-report.

(b) To obtain a measure of each teacher's reported self-concept.

(Evaluative comment: Some appeared uncomfortable about completing such a self-evaluation, but all completed it. Many were anxious to try some self-evaluations in their classes; they were eager to get copies of inventories. It was decided that responses on this measure

could not be used as a self-report measure because the teachers were unaware of the purpose and their responses might not be accurate--they may have been given in a playful or fanciful manner.

3:00-3:30

Event 38: Evaluation and planning. Completion of daily evaluation form.

End of the day.

Day Four: Event 35

Response Sheet #16

What behaviors do you expect of pupils in response to you? (Give at least 5)

Your behavior toward pupil	Behavior expected in return from pupil	Actual pupil behavior often occurring	Is the interaction apt to be satisfying (+) or dissonant (-)	What would you be inclined to do in response?
Smile				
Speak or try to talk with				
Scold				
Praise or compliment				
Encourage child when he has failed at a task				
Other?				

Day Four: Event 37

Response Sheet #17a

Name _____

Grade teaching _____

These are some words that you can use to describe yourself. There are no "right" or "wrong" answers. Each person has different thoughts, feelings, and ideas about himself, and only you can give your own true opinion.

On the following page are a number of words arranged like the SAMPLE below, with five spaces between each pair of words:

Short _____ Tall

Put a mark in the space that best describes yourself. For example, put a mark in the space at the left end of the line if you are very short, or in the right-hand space if you are very tall. Most people are somewhere between these extremes. If you think that your height is average (not tall and not short), then put a mark in the center space. If you think you are taller than average, but not very tall, put a mark in the space just to the right of center. If you think you are shorter than average but not very short, put a mark in the space just to the left of center.

Day Four: Event 37

Response Sheet 17b

truthful	_____	_____	_____	_____	_____	deceitful
thoughtless	_____	_____	_____	_____	_____	thoughtful
kind	_____	_____	_____	_____	_____	mean
insincere	_____	_____	_____	_____	_____	sincere
grim	_____	_____	_____	_____	_____	cheerful
loyal	_____	_____	_____	_____	_____	disloyal
bad	_____	_____	_____	_____	_____	good
dependable	_____	_____	_____	_____	_____	undependable
uncooperative	_____	_____	_____	_____	_____	cooperative
obedient	_____	_____	_____	_____	_____	disobedient
selfish	_____	_____	_____	_____	_____	generous
warm	_____	_____	_____	_____	_____	cold
happy	_____	_____	_____	_____	_____	sad
careful	_____	_____	_____	_____	_____	careless
good sport	_____	_____	_____	_____	_____	poor sport
cowardly	_____	_____	_____	_____	_____	brave
lazy	_____	_____	_____	_____	_____	industrious
honest	_____	_____	_____	_____	_____	dishonest
unfair	_____	_____	_____	_____	_____	fair
closed	_____	_____	_____	_____	_____	open
helpful	_____	_____	_____	_____	_____	hindering
useless	_____	_____	_____	_____	_____	useful
gregarious	_____	_____	_____	_____	_____	bashful
smart	_____	_____	_____	_____	_____	dumb
weak	_____	_____	_____	_____	_____	strong
friendly	_____	_____	_____	_____	_____	unfriendly
polite	_____	_____	_____	_____	_____	impolite
unpopular	_____	_____	_____	_____	_____	popular

Day Four: Event 38

Evaluation Sheet

In thinking back over today's session:

1. Which activities or experiences did you find helpful to you? Be brief, but also as specific as possible.
 - 8 *Presentation on self-concept*
 - 7 *Open discussion among staff*
 - 5 *Description of self-concept inventories*
 - 2 *Discussion and response sheet on dissonance (15a, b)*
Videotape
2. Were any parts of today's activities not particularly useful to you? Please specify and tell why, if possible:
 - 14 *None or blank*
 - 2 *Discussion on money*
Difficult to follow videotape
Dissonance response sheets
Response sheets 14a and b
Too much time spent on instruments
Some material on evaluation of self-concept no useful to primary level
All the paperwork
3. Which, if any, ideas or techniques considered today would you like to explore further?
 - 6 *Self-concept instruments or other ways of measuring self-concept*
 - 5 *Staff communication and openness*
 - 4 *None or blank*
 - 2 *Teacher self-concept*
Self-image
Positive discipline
How children feel about school
Staying calm in classroom
Goals that children can achieve
4. List those things from today's sessions you think you would like to try out or apply in your teaching.
 - 7 *Self-concept instruments*
 - 7 *Variety of ways of gathering information from pupils*
 - 5 *Blank*
 - 3 *Praising, listening to, and communicating with staff*
 - 3 *Improving self-image*
Role-playing
More freedom for pupil self-expression
Openness in classroom
5. General comments (such as suggestions, criticisms, thoughts you have about the day or the workshop so far):
 - 4 *Good, excellent, ok*
 - 2 *Discussion of money was destructive*
 - 2 *Beginning to get tired and bored from paper work and sitting*
 - 2 *Need more participation--break into smaller groups*
Need more positive reinforcement from principal, vice-principal
"I'm becoming more introspective"
Willing to try new ideas
Making strides toward opening up

Evaluation and Results of Day Four:

It was obvious during this day that a general good feeling of rapport had developed among the teachers. The teacher who had previously complained that she felt pushed by the workshop leaders said she felt much better by the end of this day. During the day she sat in the circle, instead of outside, smiled some, and scowled less. She especially responded to the self-concept material. At noon she discussed personal problems at length with one of the workshop leaders.

There was a good feeling of accomplishment and healthy rapport by the end of the day. In the opinion of the research staff, there was too much difficult material in the sessions today due to the necessary schedule changes. However, teachers responded well to all sessions, and at no point was it difficult to hold their attention. It was considered a very successful day.

FRIDAY: DAY FIVE

9:00-10:30

Event 39: Presentation of summary of student responses on Thinking About My School (TAMS) questionnaire (Whitmore, forthcoming,b) administered the previous spring--see Appendix C-6. Charts were shown with bar graph distributions of responses to each item. Before showing each chart, the item was read and teachers were asked to informally predict the most common response.

Objective: To provide teachers with concrete information about pupil attitudes at their school.

(Evaluative Comment: The teachers were interested in this information. They enjoyed trying to predict the responses and discussing the surprising results. It was hoped that the teachers would apply the content of workshop sessions on reinforcement theory, self-concept, locus-of-control, and interaction analysis to the outcome of the survey of pupil attitudes. It was not possible to measure that objective.)

Coffee Break

10:45-11:30

Event 40: Synthesizing and summarizing the workshop events.

Before beginning to summarize, the workshop leader asked the participants to reflect on the week's activities and to identify any insights or reminders relative to the feelings of children in the classrooms. They readily provided the following: sitting too long, the need to move about, and difficulty concentrating. The leader added: being heard when speaking, people listening instead of talking or doing something else; fear of evaluation or rejection; reaction to response sheets that looked too hard and for which success was uncertain; enjoying doing work together, sharing and talking. The teachers agreed with these observations.

The group was then prepared to divide into small groups, cross-age or primary and intermediate, to summarize what

was of value to them during the week and to decide on goals to propose to the entire group. The division into small groups--which was primarily the result of participants' evaluation requests on previous days--was questioned, and the group voted not to divide in order to arrive at true unanimity or consensus. The necessity for guidelines was discussed, and the group suggested an early lunch in order to allow more uninterrupted time to conclude the workshop and set goals.

Lunch Break

12:00-3:30

Event 41: Final goal-setting and evaluation.

The workshop leader helped the group establish guidelines and begin to set goals. The group readily provided the basic content of the five goals ultimately agreed on. The leader then led them in a discussion that stayed on the first goal, the elimination of corporal punishment, for an hour. Although there was not much conflict over philosophy, there was anxiety regarding the consistency of application, the role of the office in school discipline, and concern for what the teacher should do if alternative methods should fail.

After an hour, another leader suggested that the group break briefly to rest and, upon returning, consider all five goals. During the pause, she wrote statements of the goals by synthesizing the views that had been expressed. After the teachers reconvened she read the goals, and the group adopted all of them unanimously, with very little discussion. They were:

1. No corporal punishment.
2. Each day, staff members will look for ways to increase the rewards and reinforcement for desirable behaviors in pupils.
3. Each staff member will attempt each day to increase open communication between herself and the pupils, among

pupils as a classroom group, and between herself and other staff members.

4. Each staff person will attempt to develop positive pupil self-concepts and power of self-direction and responsibility.
5. As a member of the school staff, each person will be committed to increasing teacher responsibility for decision-making and evaluation.

The Project Staff attempted to find out whether the acceptance of the proposed goals might have reflected compliance, indifference, or fatigue. It appeared that the teachers were pleased and felt that their views were well contained in the stated goals, which all of them could support. Their final written evaluations reinforced this observation. A number of teachers wrote that they especially appreciated the leadership provided by workshop leaders in extracting the goals from all of those that had been expressed, so that consensus and a sense of unity could be reached.

The final evaluation form was given out at 2:30. Many teachers worked on it more than an hour. They seemed thoughtful and serious about the task.

End of the workshop.

Impressions and Evaluations of the Workshop

Before the final evaluations of the workshop had been collected and tabulated, the Project Staff felt a spirit of enthusiasm over the accomplishments of the week. The Project Staff felt well rewarded by the changed responses of numerous individuals during the five days. Sensitive situations were handled with sufficient care, and the Project Staff communicated through its own behavior the respect and concern for the participants that had been stated on the first day. The design and pacing of the workshop allowed for the achievement of the objectives, and there was a noticeable sense of optimism regarding the prospect of change. The precise goals of the type the Project Staff felt were needed were in fact adopted by the group with evident commitment.

A sample of the formal evaluation measure completed by participants during the last hour of the workshop can be found in Appendix D-1. The questionnaire was structured to allow both open and closed-ended responses. Twenty-three people completed the evaluation--18 teachers, two administrators, and three teaching specialists.

Reported evaluations by participants. The evaluations showed considerable consistency of responses by individuals across the structured parts of the questionnaire, while there was a variety of responses between individuals on open-ended items. All but two or three persons responded with lengthy answers.

None of the evaluations suggested marked failure of the workshop to be of some value to a participant. The forms discriminated between individuals in a manner consistent with the observations of workshop leaders. The responses could be summarized as being very positive, indicating that the content of the workshop had significant value for almost all attending. The workshop leaders were consistently commended for their excellent organization and leadership of the sessions. The participants expressed a new sense of unity within the faculty, of hope and promise of change, and of a sense of accomplishment as outcomes of the week.

Summaries of open-ended questions: The responses to the open-

ended items on the evaluation form are summarized on Tables 3 through 6. The wide variety of responses to Item 8 (Table 6) indicated to the Project Staff that many individual interests and needs had been aroused. The group seemed eager to continue to grow in knowledge and skill.

Summaries of structured questions: The responses on the Workshop Rating Form were consistently favorable. Almost all participants marked the workshop as relevant, practical, specific, flexible, and friendly. Other responses were compatible with those. The tallied ratings shown in Table 7 do not warrant more detailed reporting. The Project Staff considered this segment of the evaluation very positive also.

Evaluation of the Workshop by the Project Staff

The workshop leaders read the notebook entries and the daily evaluations by participants at the close of each day. They were pleased with the apparent openness of the teachers, who included negative as well as positive reactions. Most of the participants wrote more extensive responses than the leaders had anticipated. Most of them responded seriously to the response sheets, attended well to the presentations, and participated freely in discussions at the level comfortable for each individual.

Of greatest concern to the workshop leaders had been the handling of a few resistant individuals and some of the sensitive group discussions. It was also difficult to determine when the wiser decision was to end a discussion or activity rather than to continue it. In general, the leaders were very pleased with the outcomes of their decisions during the week. By Friday, the Project Staff felt that a spirit of optimism and cooperative effort was unifying the group, which had previously been impaired by tension, pessimism, and conflicting factions. Hostility was expressed during the course of group discussions but by the fifth day it had obviously lessened significantly, and the group was able to make constructive plans for eliminating their sources of frustration and perceived failure. Most rewarding was the shift of

some individuals from resistance to support. It appeared that an excellent foundation had been built for a unified effort to accomplish desirable changes in the school.

TABLE 3

Summary of Responses to Items 1 and 2: Overall Feelings and
Evaluation of the Pre-School Workshop

Positive Responses (Samples of the types of responses given; all
types have been included.)

stimulating

challenging

informative

*"made me more sensitive to the feelings of both staff and
pupils"*

*positive about the goals set, but uncertain they can be
attained; fear of getting discouraged too often and too
soon*

*"excellent and outstanding in that it replaced a feeling of
despair with a feeling of hope!"*

*many new ideas as well as reviewing things forgotten
developed enthusiasm for the year*

*the staff is more relaxed, open with each other--not so
defensive!*

"I gained a lot of insight"

*constructive--establishing goals was a big accomplishment;
making plans was helpful*

"I will continue to think a lot about what was said"

*"Very valuable--the first time our faculty has ever discussed
on this level"*

openness is great--I think it will increase

excellent in that staff was able to express ideas

*"I have far more hope in these techniques if used than in
the Master Plan innovations!"*

*"I can't remember ever saying to myself that I was bored or
disturbed because of time-wasting activities."*

"I think the workshop has merely opened the door."

Negative Responses

*needed more active movement--physically uncomfortable and
tiring; too much sitting*

too long each day; overall not long enough!

*"It was difficult to answer response sheets by the end of
the day!"*

*too much material in too short a time--could use two weeks;
would rather have this next week than district meetings!*

TABLE 4

Summary of Responses to Items 3 and 4: What Ideas or Techniques
From the Workshop Do You Plan to Try to Use This Year?

- 11a Class meetings and discussions
- 10 Learning Centers
 - 7 The technique of positive reinforcement; reward systems
 - 6 Class planning, setting goals and evaluating
 - 6 Belief that self-image is the core of improvement; it is important to improve the self-concepts of children
 - 5 Feedback on children's feelings, perceptions; use of "tools"
 - 5 More pupil self-control, direction and expression ("pupil power")
 - 4 The teacher's approach in the videotaped interview
 - 3 Videotape recordings
 - 3 More sharing with other teachers; working together as a group to attain our goals
 - 2 Use of self-concept information, inventories
 - A consistently more positive approach
 - More attention to each individual (personal contact, instruction)
 - Group leaders
 - Talk and scold less
 - More communication with children
 - More awareness of causes of dissonance with individual children

TABLE 5

Summary of Responses to Item 6: What Aspects or Parts of
the Workshop Were

- | <u>Most Helpful</u> | <u>Least Helpful</u> |
|--|--|
| 12 Discussions--teachers sharing; reassurance from open discussions, knowing how others feel | The Marty exercise |
| 4 Class discussions | Lectures |
| 4 Learning Centers | Group discussions when they got out of control |
| 3 Videotaped interviews | "Too much discussion of trivia" |
| 3 Summary and goals at the end | Some periods were too long |
| 3 Feedback on children's feelings, perceptions | "A few teachers did not seem committed to the group and the goals" |
| 2 Reinforcement-rewards; ways to bring about better behavior | |
| 2 The videotaped teacher's techniques | |
| 2 "Encounter-type staff meetings" | |
| 2 Response sheets | |
| Instruments, information-gathering tools | |
| Effect of a positive attitude | |
| Feedback on rewards children like | |
| Self-concept information | |
| Emphasis on the individual | |

^a Every new response was listed; the numerical figure indicates the number of participants giving essentially the same response.

TABLE 6

Summary of Responses to Item 8: What Would
You Like to Explore or Consider Further?

- 6^a Open teacher sharing about classroom problems, ideas about methods
of bringing change and meeting goals
3 Positive methods of discipline
2 Ideas for helping improve self-concepts
2 Specific ideas about positive reinforcement for good behavior
2 Ways of getting information from children on different things;
use of tools and other means
2 Arrive at a philosophy on grading
2 Establish a philosophy and policies for handling bad language
and fighting on the playground
2 Class meetings, group discussion of problems
Ways to improve communication
Ways to make our school a place where kids want to be
Use of Behavior Modification Skills Sheets #6 and #7
More child involvement
Planning goals with children
Rewarding or satisfying activities for low-ability pupils
Mechanics of getting a child in the right place throughout the
day to experience self-worth
Ideas on how to involve parents more
Philosophy to promote self-discipline
Using or adapting TAMS inventory to second graders
More awareness of actual dynamics and emotions in the classroom
"Nearly all of them!"

Where Will You Need Help?

- 4 Leading discussion groups, class meetings
2 Use of tools tapping student opinions
2 Setting up centers
Evaluating where pupils are as nearly as possible
Improving self-concepts
Being able to improve my own self-image
Dealing constructively with discipline problems
Maintaining enthusiasm for this program
Getting material and help to work with small groups
Videotaping my class
Alternatives to corporal punishment
"A feeling of confidence and support from the administration--I
want to feel they believe in me and will stand by me!"
"I'm concerned about fatigue setting in about January. When
that happens it is hard to stay cool and look for the positive.
I'm also afraid of rejection by the staff when I need help and
when I offer help. This is the first time in a very long time
that I have let a large group know my thoughts and feelings. . ."

^a Numbers indicate the number of participants giving the same
response.

TABLE 7

Evaluation of Specific Aspects of Workshop

To aid in evaluating the more specific aspects of the workshop, please rate, on the basis of the three categories in the first three columns, each of the following items, techniques, or content areas included in the workshop sessions. In column 4, indicate one instance in which you might use each in the classroom.

	Very helpful or useful	Some-what helpful or useful	Not very helpful or useful	List or briefly indicate one instance or type of situation in which you might be able to use each of these in your classroom
1. Videotapes	13	5		
2. Notebooks	6	10	1	
3. Response sheets	4	10	3	
4. Group discussions	15	3		
5. Use of reinforcements	15	3		
6. Classroom organization	10	7	1	
7. Gathering information from pupils	15	1	2	
8. Analyzing interactions	14	2		
9. Developing awareness of:				
a. Our expectations	16	1	1	
b. Students' expectations	15	2	1	
c. Students' self-concepts	16	1	1	
d. Our own self-perceptions	16	1	1	
10. Data feedback from information gathered	9	9		
11. Listening exercise ^a				
12. Identifying problems	16	2		
13. Setting goals, making plans	14	4		

^aThis exercise was eliminated from the workshop due to lack of time

Chapter III

THE DAILY SUPPORT SYSTEM AND WEEKLY FOLLOW-UP SESSIONS

The intensive pre-school workshop provided the basic content and direction of the project efforts for the school year. An important part of the overall project design was a year-long follow-up program that included weekly sharing sessions and systematic support for continuing to try to reach the goals established in the workshop.

Daily Support Services

In addition to the weekly "sharing sessions" with the entire faculty, there were three basic categories of support provided by the Project Staff: (a) intra-staff communication, (b) personal reinforcement for efforts and achievements, and (c) specific services desired by teachers. Before describing these categories, the methods of identifying needs and indicating the availability of the Project Staff will be discussed briefly.

Availability of the Project Staff. A schedule of the times at which the individual researchers were available as resources was posted and explained. One member of the staff was to be present in the school each day, although members were available upon request any day. There were in fact two researchers present in the school almost all mornings during the year. A calendar was posted in the teachers' room where teachers could sign up for assistance from any one of the staff whom they wanted. After the first month of school, however, the calendar was not being used and all arrangements were being made on a personal basis between individual teachers and researchers. The Project Staff had a box alongside the teachers' mailboxes where notes or forms could be left.

Identification of the support services needed. A primary source of information concerning the services needed were comments heard in informal lunchroom conversations or observations by the Project Staff.

Most services were provided in response to specific requests, however, which were made personally to one of the researchers, were noted on formal evaluation forms, or were identified by teachers during one of the weekly sharing sessions. The Project Staff conscientiously remained sensitive to the needs of teachers and consistently reminded them of the availability of resources and personal assistance.

Intra-staff communication. To increase the amount and accuracy of communication within the faculty, the Project Staff frequently distributed memos to the school staff. These memos contained information considered vital to all personnel--summaries or outlines of the content of weekly meetings, suggestions or good ideas heard or seen, and results of opinion inventories. Often memos were dispersed to solicit the opinions or evaluations from the teachers and administrators. The responses were usually summarized and reported to the group at the next sharing session. (See Appendix D-2 for a sample of the evaluation form used weekly during the first months and only occasionally thereafter.) In addition to written communication, the researchers attempted to facilitate open, verbal communication among members of the school staff by helping them to identify and discuss problems and feelings. The Project Staff tried to foster an open climate for all meetings.

Reinforcement for efforts and achievements. A principal reason for the Project Staff to be present in the school each day was to positively reinforce any observable step in the direction of desirable change. Through extensive informal contacts in the lunchroom and on the school grounds, many opportunities were seized by the researchers to give positive reinforcement to teachers. This reinforcement was a critical need. Throughout the year teachers complained that the lack of reinforcement was detrimental in interaction with the local and district administrations. Perhaps the personal value of recognition from Project Staff was limited. However, the efforts and accomplishments of individuals were publicly praised in the weekly sharing sessions and in lunchroom gatherings, and reinforcement by the Project Staff had the effect of encouraging reinforcement by peers.

Two other forms of reinforcement were used. One was recognition

of the progress of the total group. It was difficult for the school staff to maintain an accurate perspective on the changes that were occurring. The researchers found it essential to confront them with objective data, to affirm the necessary slowness of change, and to place events in perspective (i.e., one undesirable event during the day does not negate the accomplishment of the rest of the day, in which desirable events increased). The other form of reinforcement was the sharing of compliments received from persons outside the school. The positive response of the district superintendent when visiting the school in the fall was one instance of such outside reinforcement communicated through the Project Staff. Another was the comment made by a school psychologist who worked only one day a week in the school:

A certificated teacher doing volunteer work throughout the district the past year or two commented to me the other day that this school has the most positive atmosphere (especially in the teachers' room) of any school in the district. It really has shown great improvement this year--it was the worst school moralewise last year! She just came to the school this past week. She intends to tell the principal and the superintendent.

Specific services rendered. The pre-school workshop had been designed to expose the teachers to the areas of teaching in which the Project Staff could render aid in the form of material or human resources. During the school months, the researchers depended upon teachers to request or accept an offer of their help. An example extracted from the anecdotal records of the first month of school illustrates this process.

During the first official faculty meeting of the year, several teachers asked for help with planning the first few days of school. The Project Staff was prepared to hold a special session the next morning from eleven to twelve, following the district general meeting, to provide some specific help. Attendance was entirely voluntary, as opposed to regular faculty meetings or sharing sessions at which the attendance of all staff was expected.

At that meeting all but four teachers came for the full hour. One resource teacher and the counselor also came. A dittoed outline of suggestions was given to them (see pp. 105-110). The outline was structured in response to three concerns

or points of stress teachers had identified: (a) how to prepare all the bulletin boards effectively but simply; (b) how to prepare for class meetings--their content and the method of initiating and conducting them; (c) how to plan a time schedule for the first day without putting the students immediately into textbooks and testing.

The teachers contributed no additional ideas to the outline but were enthusiastic about the value of the meeting. One teacher commented, "I expected it to be good, but this exceeded all my highest expectations. It was great!" Others gave similar responses. The simplicity and practicality of the suggestions were appreciated.

At the close of the meeting, the workshop leader offered additional assistance to any teacher desiring it. Almost all of the primary teachers asked her to visit their classrooms to help with ideas for specific bulletin boards and the arrangement of their classroom furniture. Some also wanted suggestions for their daily schedule. This help was given, and out of that aid developed an ongoing assistance to many primary teachers. It was significant to the Project Staff that the intermediate teachers did not request such help and appeared relatively closed to suggestions for planning.

During the first month of school, the Project Staff frequently visited kindergarten-primary classrooms upon the request or open invitation of the teachers to observe and offer ideas for improvement. Most of the primary classrooms clearly reflected the influence of the workshop.

Not all services were rendered in response to teacher requests; many were initiated by the Project Staff in response to needs they observed. For example, a lending library was placed in the teachers' room. When sociometric tests or inventories of opinions were explained to the group, an invitation to provide them with the described inventories or to administer the tests was extended. The Project Staff administered at least one instrument to every intermediate class during the year, and several primary teachers used simple questionnaires which the Project Staff provided. If a teacher learned of materials from other sources, the Project Staff offered to obtain a sample of the materials for trial.

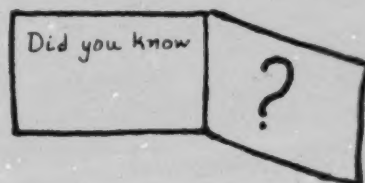
SUGGESTIONS FOR FIRST DAYS

SUGGESTIONS FOR BULLETIN BOARDS

A stimulating bulletin board almost always poses a question, demands a response from the child.

A. Corner bulletin boards (two adjoining):

1. Learning or Interest Center



interesting facts
with pictures

Books, magazines, objects on table with questions and paper for children to add to the board.

2. Are you an exploring...SCIENTIST?

Steps labelled and accompanied by a picture of children possibly doing each step--
wondering

asking a question

guessing

testing ideas

thinking, deciding

3. Can YOU imagine...?

Children choose a strip of paper from table below with a "provocative idea" or make up their own imaginative picture; draw picture and create story to tell or write and share.

4. I WONDER...

Teacher has a few pictures with puzzling thoughts written below identifying things it would be fun to know or find out about; children add to it.

5. DEAD...OR ALIVE? (samples of science unit introduced via bulletin board)

pictures to be sorted based on guess; children have to defend choice and find out why--what is the difference between the two.

B. Larger Bulletin Boards:

1. "ROOM 24, UNIT 5,
WHO ARE YOU?"

Self-portraits

Written or oral description
(written as paged for a
class book; outlined re-
sponses--words or pictures
to tell likes, abilities,
etc.)

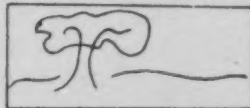
3. Summer Fun...

Each child draws and
cuts out self doing
favorite thing during
vacation; uses to in-
troduce interests.

4. We are growing...

Bring in baby pictures
to pin up--plan to put
in a book about US.

2. MEET OUR CLASS...individuals in a group



Each child adds self
in setting telling
something about himself.

5. We can do many things...

List together what we
can do now at our age;
each chooses one to
draw and tell why it
is important.

C. Smaller Bulletin Boards:

1. A "regulatory" board: post group-determined RULES
and names of HELPERS.

Also, TIME SCHEDULE may be there with strips to
print activity for each period (especially as they
plan some or all periods).

This kind of board requires only background, perhaps
decorated with comical characters, a "watchdog," etc.
Fill in details as decided and/or discussed.

2. Can you tell a story?
pictures on board and on table
guidelines for responding: questions
(Can add later: tell it to a friend quietly, if
you wish)

3. What is POWER?
Find examples in magazines of various kinds.
Later change to drawing depictions of individual or
group power.

GUIDELINES FOR PUPILS making bulletin boards:

1. Relative size of objects
2. Alternatives: cut and paste, draw on details, etc.

3. Can draw idea on oddly-shaped paper if it can't be cut out easily (e.g., things I can do well).
4. Convey the idea that all can succeed; everyone's participation is wanted.

TO SIMPLIFY, REDUCE TEACHER TIME, INCREASE PUPIL INVOLVEMENT:

1. Permanent borders (temporarily use leaves or smiling faces).
2. Background can be fairly stable:
blocks of color (sheets arranged)
yarn patterns to direct eye movement
finger paint on butcher paper; children can block print
fadeless shelf paper
3. Pose questions general enough that children can change specific content easily by making or selecting new sub-headings and pictures.
4. Request picture magazines from parents; let children cut interesting pictures to add to your file.
5. As able, let a group of three to eight students plan a board to put up that the class will like and learn from-- you supply materials requested; class respond to it.
This can be "free time" activity, earned privilege, or rotating responsibility.
6. Use cut-out letters, letting students and others check spelling, clarity of question. Also, they can dictate questions or titles to you to be printed on strips.

SUGGESTED TOPICS FOR CLASS DISCUSSIONS:

I. Who is your teacher?

1. What do you see? guess about her? know?
2. What should a teacher be, do?
3. What I want to be, do as teacher
(Why become a teacher; what I want to do ideally--
brief comments, to the point most important to you.)
4. Possibilities and limits: rewards vs. punishments--
e.g., want to be respectful; can be as "tough" as
necessary.

II. What is school?

1. What do you like to do at school? dislike? (behaviors only)
2. What would make school the happiest place?
3. Why do we have schools?
purposes, goals
taxpayers, state laws, state curriculum

4. What do you think of the idea of YOU being the real teacher; I am your helper?

III. What is power?

1. What kinds are there? What is it?
2. People power; grows with age and if dispersed.
3. Limits to individual power necessary? When?
4. How much power could pupils at your school have? teachers?

IV. What turns you on?

1. What do you like to do in your spare time?
2. What would be (or is) a real treat or reward for you when you have worked hard or been especially good?
3. What do you wonder about (makes you curious)?
4. What was the most exciting thing you ever learned about in or out of school?

V. Is it hard or easy? Prefaced by observation that all have both--not same for all.

1. What is easy for you?
2. What is hard for you?
3. What feelings do you have about each?
4. How can we help ourselves and each other with hard things?

VI. How do you feel?

1. About coming to school, new class, new teacher?
2. About having friends?
3. About doing "work" at school?

Emphasize:

1. Common feelings shared by others (including you) by asking how many others share an expressed feeling
2. That we all want to feel good about ourselves (including the teacher)
3. Limits of reality--do not always enjoy limits on use of time for fun or work, work we don't like, etc.
4. How we can help each other have happier days by being kind, controlling ourselves, completing the less pleasant tasks in order to make more time for fun.

VII. What are goals? (more advanced)

1. Introduce via football or other games.
2. Lead through active problem-solving of:
 - how boy on bicycle rides with no place to go;
 - how boy on bicycle rides to meet some friends to go to a football game important to him;
 - how behavior changes.
3. Set goals together to make work easier.

SUGGESTIONS FOR FIRST CLASS DISCUSSIONS:

1. Consider the effect of sitting close together; may be best to begin in seats. Teacher may tell the group that she has (never) had a group able to sit close and share ideas--creates a good feeling and they would enjoy it. Believes this class can do it without much difficulty--want to sit on rug? (or wherever designated)
2. Set guidelines with the class:
 - a. What could we do to help those for whom it is difficult?
 - b. If it is impossible for someone, what should we do?
 Note: if you send a child from the group, you may have a disrupter at his seat; disruption can be reduced by having the class agree to ignore the child while giving him the option to return when ready to participate fairly.
 - c. Every person's ideas are important; want to hear each, so speak one at a time.
3. During discussions, sensitize the group--e.g., when people laugh unkindly, ask How do you feel when that happens? When people don't listen, how does the speaker feel? When interrupted, how do you feel?
4. Timing is difficult--try to keep within 20 minutes. Often it is good to continue later in the day or the next day. Sessions should always stop when listening becomes impossible.
5. Encourage all to participate but don't force shy ones.
6. Try to avoid being impatient with some silliness or quipping--often these responses mean that the child doesn't know how to respond successfully or doesn't expect to get enough attention. Ignore deviants; reward desired behaviors as much as possible, and consistently.

SAMPLE OF FLEXIBLE PLAN FOR THE FIRST DAY

8:30-10:00

Children find desk with name on it.

Preliminary introduction to room--what do you see that you like? What do you wonder about? Establish standard practices like signal for attention. Explain that if they can help plan with you, the class will not have to rush into work but can begin slowly; if can't help, can start right to work. Would like to use first days to have fun getting acquainted and planning. (Decide on basis of behavior and feeling so far.)

Draw together for class meeting (e.g., teacher or school) or activity (e.g., draw picture of self for board).

Note: materials out for individual selection when finished, form to fill out? explore room? prepare to share?

Prior to recess, establish where line up, signals, etc. Any reminders?

Give directions for after recess; it is good to be in the middle of drawing, for example, to assure each can start to work immediately.

10:20-11:30

Complete earlier activity if necessary (begin if undone) or class meeting about school--using recess as evidence of need for rules, method of ball distribution, etc. Discuss lunch and other routine organization matters. May further discuss how to use the room, children guessing alternatives and expected behavior.

12:30-1:00

Quiet time; listen to a good story (see bibliography for stories getting at main ideas of project). Talk a little?

1:00-2:15

Children share about selves as made for board or creative writing or art to complete other boards?

2:30-3:15

F.E. and planning for the next day.

NOTE: Do not rush to begin diagnostic testing intensively. Make contingencies for rewards clear.

The Project Staff also offered to demonstrate any of the workshop techniques in the classrooms. Three of the researchers conducted numerous class meetings for teachers at all grade levels, helping the students become accustomed to discussion and ground rules for class meetings. After two or three were provided for a teacher, she was encouraged to conduct such a session herself. At this point, most of the teachers dropped the idea of class meetings; they resisted placing themselves in such an uncomfortable position. Many of the primary teachers, however, did try to maintain more communication and discussions in the classroom.

Although it was not requested, all meetings required of the teachers in the school were attended by one member of the Project Staff. This was an important source of information to the researchers in understanding the total picture of events within the school, and it also afforded much opportunity to observe and listen to teachers in a situation not directly related to the project. This facet of the support system seemed very important to the teachers, who consequently decided that the researchers really did care about the whole school and all of its problems, and that the Project Staff was willing to invest far more time in the school than was expected. On many occasions, a member of the Project Staff was called upon for opinions or "expert advice" during such meetings. Thus, support from the Project Staff seemed helpful both to the productivity of the meetings and to the morale of the teachers involved. The requirements of the district's Master Plan for individualizing instruction and using teams to make decisions in designated working units were complex and difficult for teachers whose experience in such matters was slight. Resource personnel were appreciated.

Members of the Project Staff repeatedly offered to supply the teachers with information from the results of testing their pupils and with counsel as to the usefulness of such results. Few teachers took advantage of this opportunity beyond receiving the raw scores of individuals.

Types of Weekly "Sharing Sessions"

It was agreed by the administrators and teachers early in the fall that the weekly follow-up workshops or "sharing sessions" would replace the weekly Wednesday afternoon faculty meetings, since the teachers could not handle any additional demands on their after-school time. Plans were made to communicate routine "administrivia" through memoranda to teachers, and the teachers pledged to read them carefully. By early October, however, permission was requested to discuss a "pressing faculty problem," and by January from 15 to 30 minutes of most sessions were being used for faculty business. The sharing sessions on many days were thus reduced to 30 to 45 minutes. The Project Staff felt that the tone established in the introductory business of such sessions sometimes impaired the effectiveness of the sessions, aside from the lack of time.

The sharing sessions varied widely in content and format. Many of them involved primarily unstructured, open discussions of progress toward the project goals or evaluations of changes made after the previous session. However, five basic types of meetings can be delineated: evaluation, problem-solving and decision-making, planning, information-giving, information-gathering, and therapeutic. In the pre-school workshop all five types of content had been included. The follow-up mini-workshops, or sharing sessions, tended to be a composite of more than one type.

Evaluation meetings. The meetings included the sharing of successes and failures perceived by individuals, as well as the group's evaluation of their general progress. The evaluations concerned specific individual instances of experimentation or effort toward self-improvement (e.g., decreasing criticism of a child, or using a reward system to increase appropriate use of class time), as well as more general school efforts (e.g., reducing problems of children lining up after recesses, or increasing appropriate behavior on the school grounds).

Problem-solving meetings. Problem-solving sessions usually resulted in a decision to test a new approach to a problem. Some sessions did not result in decisions, however, and the emphasis of the meetings could be described as defining the true source of the difficulty. Often, minor difficulties became exaggerated and obscured the major problem, so the primary task became one of refocusing attention on the major problem.

Planning meetings. Planning sessions were comparatively few in number and usually pertained to plans for implementing the next phase of the project. More often, planning occurred after a problem-solving session in which a decision had been made concerning a course of action. Then the group or subgroups (units or grade levels) made specific plans for implementing the decision.

Information-giving meetings. These sessions usually followed the recognition of a need for factual information about a problem. Sometimes it was a brief description of theory and research and a discussion of their relevance to the problem; sometimes it was a description of effective teaching practices that had been observed or reported; sometimes it was simply the sharing of teaching experiences by members of the faculty.

Information-gathering meetings. A variety of forms were completed in these meetings: daily teaching schedules, reports about pupils or classroom events, questionnaires requesting opinions for decision-making, periodic formal evaluations of progress, and the Teacher Attitude Inventory.

None of the sessions was planned to be therapeutic. Often, however, plans were dropped because of the evident need for members of the school staff to express emotions that, if contained, would have impaired the effective functioning of the group. Since some teachers did not believe that the expression of emotions was appropriate use of workshop time and others perceived such open communication or ventilation to be of utmost need, the workshop leaders had to remain sensitive to the needs of all participants and take great care to determine wisely

whether it would be more beneficial to the group to continue or to terminate the therapeutic sessions.

Examples of the Weekly "Sharing Sessions"

On the following pages are some anecdotal records of the sharing sessions held during the year. Most are from the early fall. After the first two months of school, separate sessions were held for kindergarten-primary and intermediate teachers. The division was brought about by the need to be specific in workshop content; problems and solutions frequently differed between the two age levels. The intermediate teachers used many sessions to assist in the operation of a student leadership program (Whitmore, 1973a, b) and a counseling-tutoring program (Beckum, 1973). In these sessions teachers were told about the activities and meetings of student leaders and the tutoring program, and they shared in the decision-making processes of the leaders. The support and active participation of teachers in these two programs were solicited. The primary teachers devoted many of their sessions to exploring the techniques of behavior modification and effective reinforcement, and dealing with problems related to classroom organization and management.

The first official faculty meeting of the year. This meeting was held after the workshop and before the beginning of school. It was intended to deal with preparations for the opening of school and was not meant to be a "sharing session." The meeting is described here because it informs the reader of some of the pressures--unrelated to the in-service project--which were felt by the teachers. In retrospect, the effort by the administration to move the teachers into the Master Plan reorganization appears to have been detrimental to the Project objective of involving teachers as "Origins" and decision-makers. This imposed structure and the expectations of the school administration apparently caused much resistance by some teachers, especially at the intermediate level. Although the research staff had believed in advance that the implementation of better classroom organization and curricular innovations would complement the goals of the Project, in fact one probably impeded the implementation of the other. Some teachers perceived themselves as

being pressured on several fronts to abandon long-established habits.

September 7 noon meeting. Most of the teachers greeted the Project Staff warmly as they arrived, especially four teachers who had not been fully accepted by their peers. A few teachers repeated the request voiced the previous week for help with planning the first few days and in making bulletin boards. The principal conducted the meeting, consistently lending verbal support to the Project by repeating his commitment to positivism (smiling more) and reinforcing teachers. He also stressed the freedom the teachers were to have during the year to experiment; they would have encouragement and help in trying any techniques which might help change attitudes at the school. He was very emphatic about not using corporal punishment during the year.

Basic organizational information about the Master Plan was given. Teachers were given their class lists and were told it was a homeroom. Children had been grouped into classes by age or years in school; all pupils had been stratified by achievement levels and then five of the appropriate age were extracted from each level to be assigned to a homeroom class. Therefore, each teacher would have from four to six achievement levels in her class. This was done to force teachers to share responsibilities with the other teachers in their unit, i.e., team teach. The principal urged the units to plan how to group the children academically. "There are NO rules and regulations--you plan!"

Unit leaders and teachers were announced. The principal said the Unit leaders were temporary appointments; each unit should elect its own leader subsequently. The units were to be across grades within primary and intermediate levels, allowing vertical flexibility as well as social heterogeneity. The teachers were admonished to avoid the idea of departmentalization--"The children are not to go to a teacher for a subject; the entire unit teaching staff (4-5) is to be responsible for every child in the unit (130-180)." The teachers were told they could devise any other kind of plan to meet the needs of the children. The principal ended his description with the comment that he was opposed to moving kids around without commitment to their welfare: "Children need the security of knowing people care."

In response to teacher objections about the heterogeneous grouping and the circumstances created to force team cooperation, it was noted that the previous ungraded method of organization, with homogeneous achievement levels, had actually resulted in the retention of large numbers of children rather than providing for continuous progress. The administration intended to adhere to the Master Plan. The composition of classes specified should force the teachers to cooperate with each other and solve the unit's problems together.

The teachers were unhappy about the Master Plan and expressed strong resistance. They anticipated that it would lead to frustration. There was no opportunity for open discussion of the plan, and the teachers seemed to perceive a conflict with earlier statements that teachers would make decisions and be free to test alternatives during the year.

Closing comments by the principal related to the incomplete repairs of the school building and to the notebook each teacher would receive for the administrative bulletins that were to replace the traditional faculty meetings. The request for a session on preparing for the first days of school was formally made by a primary teacher, and the group agreed to meet with the Project Staff before noon the following day.

September 17 noon meeting. The meeting was held at noon because many teachers were opposed to meeting on Friday afternoon of the first week of school. The entire faculty only casually overlapped during the meeting; the primary teachers came from 11:30 to 12:15 and the intermediate teachers from 12:00 to 12:45. Many in both groups arrived late. Kindergarten teachers came at varying times according to their schedules.

The basic outline of the meeting, which was structured for maximum efficiency, included:

1. Sharing of the praise received from the superintendent who had visited the school that day.
2. Supportive understanding of the pressures of the first week was expressed by the Project Staff.
3. Numerous accomplishments of individual teachers were commended and they were asked to personally share their

experiences with the group--e.g., a fourth-grade class was lining up well to earn points toward a candy reward in the afternoon; a fifth-grade class earned a "free" Friday afternoon by good behavior; a sixth-grade class was actively planning the daily schedule and classroom rules; and a sixth-grade class had elected a chairman and officers to conduct class meetings and to manage the room.

4. The Project Staff asked the teachers to evaluate the first week with their classes that afternoon, whether through pictures, writing, or talking (teachers were urged to have a summary of their evaluations by Monday to share).
5. Teachers were asked to identify pressures they felt needed to be reduced. The major concern seemed to be the pressures of time and "so many meetings." Someone proposed released time for Project meetings and the group voted to "push for it" with the district Board of Education. Other pressures cited were: problems resulting from having a wide range of abilities in the classes, opposition to sharing reading instruction, resistance to splitting and shifting groups of children frequently, and frustration with the required amount of testing and with "unresponsive kids."

The intermediate teachers discussed at some length the need for assemblies, which had been mentioned by one of the Project Staff. (See the memo given to teachers for consideration before the next meeting, pp. 118-119.)

September 22 meeting. The meeting conducted by Project Staff is outlined as follows:

1. Requested updated class lists in order to prepare the sociometric forms to be used next week.
2. Expressed appreciation for invitations to visit classrooms and encouraged more (noting the limitations on time).
3. Called attention to the schedule-calendar posted on the bulletin board in the teachers' room for requests for staff assistance at specific times.
4. Presented the need for frequent evaluations of a written form in addition to evaluative discussions--the content and purpose was discussed, as well as the need for complete and prompt response. The group voted to have a checklist to simplify responses.
5. Discussed the memo of September 20: responses to the ideas of having regular assemblies and of establishing a student leadership program at the intermediate level.

September 20, 1971

To: All Teachers

From: Project Staff

Many ideas have been generated to begin to meet some of the problems of involving students in seeking to change the school according to the goals set in the project workshop. This memorandum contains some of the ideas we need to act upon in our session together this Wednesday. Would you please give them your careful consideration and be ready to submit your opinion Wednesday afternoon. Preliminary conversations and thinking can expedite our meetings and bring quicker action.

General awareness of the project and the goals

1. Assemblies by grade or by unit? _____
 how often? _____
 when during the day? _____
 what day? _____
 suggestions for the structure of the program: _____

2. Intermediate leadership groups:

This is not a new idea, but intermediate teachers are urged to watch for leaders; identify those children who can get other children in the classroom or on the yard to go along with their ideas. Look for two types: the leader who is positive in his attitude toward school and uses his abilities well, and the leader who is negative in his attitude toward school and tends to disrupt constructive classwork. A boy and girl of each type will be selected from each intermediate class to participate in the leadership group in another week or so.

When could these children be extracted from classrooms to meet without interfering too much with classroom teaching?

Memorandum--continued

What suggestions do you have for the use of such leaders to influence student behavior? _____

Student service to the school

Could intermediate students being tutored under the reading project serve as aides to the kindergarten class in the morning, 9:30-11:00, without loss of instruction time? _____

Would intermediate students benefit from being trained to assist teachers skillfully in the classroom? _____

Are primary teachers interested in such aides, too? _____

What other areas of service might be filled by students at this school to create some feeling of pride and importance? _____

What is your foremost concern right now? _____

How can we help you? _____

Also think about how to reach parents before our meeting Wednesday. Remember to call on us for any help we might give, especially identifying problems or working with your class. Our new office will be open soon; come see us there, too! Any other suggestions you would like considered?

NAME _____ UNIT LEADER _____

If you would like us to come in for one or two 15-20 minute periods a week without invitation and have not signed the list to let us know, please put an X in the following space. _____

6. Questioned the desire for tutors at school and available to homes. The teachers agreed to send home applications for a tutor to come to the home.
7. Evaluative comments about successes, disappointments, and help needed to date were encouraged. The need for parent cooperation and communication was cited. The teachers discussed alternative methods when kids "push for swats," i.e., seem to want and expect corporal punishment.

(Evaluative comments: The general feeling about the first week and a half was positive, at least from those who spoke up in the session. There were no really negative comments related to the Project. The faculty was apparently still eager to work toward their goals.)

September 29 meeting. The principal asked for some time to take care of some technicalities at the beginning of the session, since he had not had time to get out a memorandum.

Teachers shared the following accomplishments:

1. A fifth-grade class was taken to a roller rink as a reward for a good week.
2. A method of lining up which greatly reduced the usual problems in line: each child was randomly assigned a number, which was his place in line.
3. Rewarding children with "housekeeping privileges" in the classroom: cleaning sinks, boards, arranging furniture, etc. (Seven teachers reported.)

In evaluating "failures" or weaknesses, the problem of fighting on the playground was raised and was discussed extensively, resulting in the following group decisions:

1. All teachers should notify their children that starting Friday morning no upper-grade children are to be on the primary-grade side of the yard during any recess.
2. Intermediate-grade students not staying on their designated side of the playground will have their names submitted to the office for disciplinary action.
3. Teachers should teach their classes to organize games, especially for long recesses.
4. Effort should be made to obtain more play equipment, especially balls.
5. The children should be actively involved in making decisions about the playground--all classes should hold

class meetings about appropriate play behavior and the necessity of cooperation with rules.

A dittoed sheet listing effective rewards, techniques, and concerns was distributed (see p. 122). The lists were based on teacher reports, comments on evaluation forms, and observations in the classrooms.

October 6 meeting. When the Project Staff arrived in the teachers' room for the scheduled sharing session, the principal requested that he conduct the meeting. A heated discussion followed, focusing on the decision-making roles of the administrators and the teachers.

It was then announced that the principal's request to the superintendent for a day a week when classes would be let out an hour early to provide teachers with planning time had been turned down. One teacher then proposed having the Project meeting every other week, and a regular faculty meeting on alternate weeks. There was unanimous agreement.

A member of the Project Staff asked for comments on their role. One teacher commended them on the value of the sociometrics they had administered. Others agreed. Another teacher asked for the schedules of Staff members to be explained again.

This session was considered critical because of its impact on the teachers' attitudes. The principal's expression of his dissatisfactions had the effect of intensifying tension between teachers and administrators in the school. The negative reactions of some of the teachers were important, since they continued to predict failure during meetings and daily conversations. In the view of the Project Staff, the behavior and apparent attitudes of the principal and a few of the teachers seemed to lessen significantly the gains achieved in the workshop.

October 20 meeting. The principal made two routine announcements before the session began. The sharing session followed:

1. Two teachers talked about hearing a noted educational psychologist speak on the subject of self-concept and classroom behavior. They were enthusiastic, and the group received the presentation well.
2. The workshop leader asked if someone would like to lead the group. There was no response. She reiterated the Project Staff's position regarding group leadership, but no one was willing to assume the role of leader.

PROJECT: SHARING

I. Effective Rewards

Friday afternoon: Free time

Record and dance

"Good Citizens" recognized (5 stars on chart)

New pencil

Daily: Balloons at end of day

Use of centers: games, painting, coloring, drawing,
etc.

Early recess

Being a helper to teacher or other students

Being first in line

Listening to a record with earphones

Praise

Activity outside of school: e.g., skating party

II. Effective Techniques Used

Troublemakers serving as a "teacher's helper"

Children take attendance

Children pass out all supplies

Ring a hand bell as a signal; ring until all are ready,
try to reduce time necessary for it to ring

The "more capable" help the "less capable" on an activity

Individual projects in social studies helped with discipline

Children drew numbers for lining up; avoids fights over order
in line (will redraw again after a few weeks)

III. Concerns

Bad language

Noise level

Insufficient time for unit organization

3. The group discussed two aspects of parent meetings extensively: (a) asking parents to visit classes (some objected; a few thought it was futile since there "had never been a response in the past"), and (b) ways of communicating with parents, such as conferences, group meetings, visiting the home, and helping in the classroom (primary teachers were a little more eager to work with parents than were intermediate teachers).
4. The discussion turned to the use of aides and volunteers. The grooming habits of high school aides were criticized, and requirements were suggested. A code of conduct for aides and volunteers was adopted: they must commit themselves to work for a specific period of time; they must be prompt, and regular; they must be neat and clean.
5. Several teachers initiated a discussion of homework policies; no new policy was set.

November 3 meeting. Two incidents that occurred during the previous week had generated interpersonal tensions on the faculty to such an extent that the Project Staff regarded it as necessary to confront the problems during the meeting by using an encounter session. As the incidents were analyzed and emotions were expressed, it became apparent that feelings were running high. The Project Staff therefore terminated the session. During the days that followed, teachers and all the Project Staff worked very hard with individuals to reestablish trust and rapport within the group, with partial success. The researchers agreed to have no such encounter sessions in the future but to respect the request of teachers that their meetings be restricted to content that was relevant to Project goals.

Soon after the November 3 meeting, the teachers were divided into two groups, by grade level.

Meetings during the winter and spring. The primary teachers met with two members of the Project Staff through the winter and early spring. The focus of the meetings was to communicate efforts to implement the goals set during the pre-school workshop. The leaders performed three major functions: (a) explaining educational and psychological theories that were relevant to the problems at hand, (b) facilitating communication among teachers, and (c) consulting with teachers who wanted to try new teaching approaches.

In the first role, the Project Staff continued to focus on self-concept, locus-of-control, reinforcement, and expectancy theory. These concepts, introduced during the pre-school workshop, were still of importance to the primary teachers.

In the second role, the Project Staff attempted to provide an environment in which teachers would feel free to explore their attitudes and feelings toward change. In these sessions, teachers often moved into areas that were tangential to the goals of the project. However, the Project Staff did not feel that the ultimate goals would be served if they were cut short. Consequently, about half of the meeting time on many occasions was spent venting feelings associated with the pressures of the job.

In the third role, the Project Staff consulted with individuals or small groups who wanted to try new classroom techniques. For example, one teacher was having management problems with a small group of girls. One of the staff members observed in her class for an hour and helped the teacher establish a token system to help bring the girls' behavior under control. This successful program was then described to the other teachers in the bi-weekly meetings.

During the winter and spring, the intermediate teachers met with two members of the Project Staff who were conducting a leadership program and a counseling-tutorial program with fourth-, fifth-, and sixth-grade students. The meetings with the teachers dealt with the organizational aspects of the programs and served to keep teachers informed of events and decisions. In addition, these meetings were used for gathering information from the teachers concerning schedules and students, and for reporting information about the pupils to the teachers. The Project Staff continued other aspects of the facilitative support system as well.

Chapter IV

AN OVERALL EVALUATION OF THE IN-SERVICE PROGRAM

Late in May members of the school staff were asked to complete a final evaluation of the Stanford Project (see Appendix D-3). As in all of the previous evaluation forms, open-ended and checklist responses were included. Twenty-one teachers returned completed forms, one returned a partial form. Evaluations were also received from the resource teachers, the counselor, the principal, and the vice-principal.

Evaluations by the School Staff

Perhaps the most important of the items on the evaluation were the first two questions, which requested descriptions of each teacher's personal feelings about and evaluation of the project, and each teacher's estimate of the feelings of the rest of the school staff. Of the twenty complete teacher returns, five reported feelings of disappointment, frustration, and failure in the program. Five evaluated the project as successful, helpful, and worthwhile. The remaining ten evaluations included nearly equal amounts of praise and criticism. Most of them cited specific aspects of the program they believed to be especially effective. They noted that the staff resentment of meetings and the failure of teachers to use ideas and resources lessened the effectiveness of the project. Even the most hostile teacher reported that she enjoyed knowing the Project Staff and commended them for their effort. No teacher blamed any shortcomings of the project on the leadership of the Project Staff, but instead blamed themselves or the limitations imposed by the district and the school administration.

Teachers reported four primary reasons that impaired the effectiveness of the program: (1) there were too many teacher meetings; (2) they were extremely tired by the end of the day when meetings were held; (3) they were overwhelmed by all the problems in their classrooms; and (4) many teachers had serious personal problems and low self-concepts.

Most teachers claimed to have tried numerous ideas or techniques

advocated in the Project during the year. They were not asked for an estimate of frequency, however, so if a teacher tried an idea once in the fall she may have listed it on the evaluation form. The checklists provided more precise information. Tables 8 and 9 give the number of teachers responding in each category for the various items on the checklists.

The resource teachers greatly praised the design of the Project and the quality of leadership the Project Staff provided. They attributed the less-than-anticipated outcomes to: (a) teacher competency, (b) generally low morale in the district, (c) too many other meetings, and (d) the rigidity and negativism of older teachers. The principal reported a great deal of frustration about the failure to achieve the Project's goals and the hoped-for changes in the school. He felt that staff changes would be needed in order to reach the goals.

The Project Staff's Evaluation

Overall, the goals of changing teacher and pupil attitudes and behavior, as objectively measured, were not met. Many desirable changes were observed in some teachers and their pupils, but in terms of averages, these gains were counterbalanced. Nonetheless, several interesting teacher-student relationships were found. Several teacher behaviors helped in predicting student self-concept. Higher end-of-year self-concept was associated with teachers who (a) were higher on general initiating behavior, (b) were relatively lower on initiating publicly to a single child with questions about subject matter, (c) used relatively more approval, as well as recognition of child characteristics, (d) responded less to children, and (e) asked fewer questions. There was also a set of teacher behavior predictive of student locus of control. Higher end-of-year locus-of-control scores were associated with teachers who (a) were lower on initiating, (b) focused less on giving directions about routine procedures, (c) gave relatively less public approval to a single child, and (d) contrary to prediction, interacted relatively less with a small group. More detailed findings and statistical analyses of the objective measures obtained to evaluate the relative effectiveness of the project will be reported in Crist et al. (forthcoming).

TABLE 8

Summary of Responses of 21 Classroom Teachers

On the following items, check the category which most closely approximates the frequency of occurrence of each item in your teaching experience during this year.

	Often	Occasionally	Seldom	Never
1. I used corporal punishment	<u>1</u>	<u>6</u>	<u>12</u>	<u>2</u>
2. I felt corporal punishment would have been useful	<u>2</u>	<u>9</u>	<u>5</u>	<u>5</u>
3. I was able to find ways to increase rewards and reinforcement for desirable behaviors of pupils	<u>11</u>	<u>10</u>	<u>a</u>	<u> </u>
4. I was able to make time to listen and respond to:				
fellow staff members	<u>13</u>	<u>6</u>	<u>2</u>	<u> </u>
my class as a group	<u>16</u>	<u>5</u>	<u> </u>	<u> </u>
individual pupils	<u>15</u>	<u>4</u>	<u>2</u>	<u> </u>
5. These topics were used in classroom discussions:				
School policies	<u>10</u>	<u>9</u>	<u> </u>	<u> </u>
Self-direction	<u>12</u>	<u>7</u>	<u>2</u>	<u>1</u>
Individual and group behavior	<u>12</u>	<u>9</u>	<u> </u>	<u> </u>
Classroom goals	<u>5</u>	<u>11</u>	<u>1</u>	<u> </u>
Purposes of school	<u>9</u>	<u>9</u>	<u>1</u>	<u> </u>
Likes and dislikes about school	<u>7</u>	<u>7</u>	<u>6</u>	<u> </u>
Planning of curriculum and use of time	<u>6</u>	<u>7</u>	<u>2</u>	<u>2</u>
Evaluation of progress	<u>7</u>	<u>8</u>	<u>2</u>	<u>1</u>
6. I have been able to work toward developing pupils' self-concepts and power of self-direction	<u>8</u>	<u>11</u>	<u>2</u>	<u> </u>
7. I have needed and obtained help in trying to cope constructively with problems	<u>5</u>	<u>10</u>	<u>6</u>	<u> </u>
8. I have felt supported by the staff	<u>11</u>	<u>6</u>	<u>5</u>	<u> </u>
9. I have tried to help others with their problems.	<u>8</u>	<u>11</u>	<u>1</u>	<u> </u>

^aBlanks indicate no response.

TABLE 8 continued

Often Occasionally Seldom Never

10. I have felt optimistic about the value of our goals and about moving toward them during the year

7 11 3

On the following five items, check the category which most closely approximates the way you would rate each item this year, in comparison with your teaching experience last year.

	More often	About the same	Somewhat less often	Much less often
11. Compared with last year, I used corporal punishment this year	<u>2</u>	<u>2</u>	<u>9</u>	<u>7</u>
12. Compared with last year, this year I was able to reward and reinforce desirable behaviors of pupils	<u>14</u>	<u>4</u>	<u>2</u>	<u>1</u>
13. Compared with last year, I feel that there has been open communication this year with				
fellow staff members	<u>10</u>	<u>8</u>	<u>1</u>	<u>2</u>
my class as a group	<u>10</u>	<u>11</u>	<u> </u>	<u> </u>
individual pupils	<u>11</u>	<u>9</u>	<u>1</u>	<u> </u>
14. Compared with last year, my class this year has held class discussions	<u>18</u>	<u>1</u>	<u>2</u>	<u> </u>
15. Compared with last year, this year I have been able to develop pupils' self-concepts and power of self-direction	<u>13</u>	<u>6</u>	<u>1</u>	<u>1</u>

TABLE 9

Year-End Evaluation of Summer Workshop^a

To aid in evaluating the usefulness of last summer's workshop, please rate, in the first three columns, each of the following items, techniques, or content areas included in the workshop session. Indicate in the last three columns how often you have used each.

	Value			Use		
	Very helpful or useful	Some-what helpful or useful	Not very helpful or useful	Often	Occa-sion-ally	Never
1. Videotapes	1	8	0	0	4	9
2. Notebooks	4	7	3	2	6	5
3. Response sheets	2	10	1	1	4	6
4. Group discussions	9	8	1	6	5	0
5. Use of reinforcements	8	6	0	10	2	0
6. Class organization	3	10	1	5	6	0
7. Gathering information from pupils	3	10	2	6	3	4
8. Analyzing interactions	2	11	1	3	8	1
9. Developing awareness of:						
a. Our expectations	9	7	1	6	4	0
b. Students' expectations	10	5	1	4	6	0
c. Students' self-concepts	9	5	3	5	2	0
d. Our own self-perceptions	7	6	2	4	5	0
10. Data feedback from information gathered	4	9	2	4	8	1
11. Identifying problems	3	10	2	4	6	0
12. Setting goals, making plans	5	9	3	4	8	0

^aThis form seemed confusing and the results cannot be considered reliable. Many forms were incomplete or responses suggested that directions were not clear.

At the end of the year, the Project Staff felt they had approached the task effectively and that the design and intervention method had been as effective as possible for one year in the type of distressed setting in which they had worked.

The separate study designed to develop positive behavior in natural student leaders found an interesting relationship (Whitmore, 1973b). Student attitudes toward self and school were more positive for students whose teachers were favorably disposed toward educational innovation. Thus it appears that desirable changes may have occurred in a constellation of behavior not measured in this study.

Major factors reducing the effectiveness of the program. Three major factors were identified which severely limited the effectiveness of the in-service model in this situation.

1. Expectation of failure. Anticipation of failure was reported by the vice-principal at the close of the pre-school workshop. Three teachers also had predicted failure, and their continual resistance seemed to contribute heavily to low expectations and morale among the teachers.

2. Low personal and professional self-concepts among many teachers. The teachers' needs for security and acceptance by their peers often blocked efforts toward rational behavior. Frequently, teacher responses in the classrooms were impulsive rather than reflective. In ideology and theory, the teachers espoused the ideals which they had established as the project goals for the year. However, the intensity of teacher dissatisfaction appeared to be proportionate to the teachers' inability to behave in concordance with those ideals. There was an obvious gap between teacher verbalization in the workshop and sharing sessions and behavior in the classroom. Teachers were quick to perceive failure, and tended to quit prematurely to prevent further failure or rejection or both.

3. A pervasive sense of pressure and futility. This factor is definitely related to the expectation of failure, but refers more specifically to the conditions that made teachers feel overburdened and unrewarded. Even those teachers who were optimistic at the end of the pre-school workshop expressed concern that they would have to fight hard to

achieve their goals in the face of many pressures. Those pressures included: an excessive number of meetings required without released time; constant time pressures throughout the day due to extra required duties without free periods; low pay; lack of administrative or parental support; threats of administrative evaluations and possible loss of job; and conflict between teachers and district administrators over teaching conditions.

Additional influences specific to the school. There were at least five more factors limiting the effectiveness of the project in this particular school. These factors were identified repeatedly by both the teachers and the Project Staff.

1. The administrative leadership in the school. The principal had difficulty leading people through a process of extensive change. He tended to focus on shortcomings rather than on progress. In spite of teachers' requests to be recognized for their efforts and praised for their accomplishments, he maintained that he simply was not the reinforcing type. The vice-principal anticipated failure from the beginning and involved himself only in a very limited way with the project. He, too, rarely positively reinforced teachers.

2. Resistant teachers.—The continual resistance of a few teachers often negated the efforts of others to create a positive, enthusiastic climate for meetings or for lunchroom conversation. The effect on their presence in the teachers' room was easily seen and was often commented on unfavorably by other teachers. Some of the more positive teachers began withdrawing from the teachers' room to avoid contact with these people.

3. Impatience. The principal and many teachers expected the Project Staff to provide "instant solutions" and to produce major changes in the school atmosphere rapidly. Thus, when the first small failures occurred, fear of failure became evident. Many teachers did not persevere in their experiments (e.g., class discussions) and were quick to return to their former ways.

4. Lack of use of the Project Staff. Because of a tendency to get caught up in the daily problems of teaching and other time pressures, the teachers did not seek the assistance of the Project Staff nearly as frequently as had been anticipated. The staff made available a broad expanse of resources, but many teachers "never got around to trying" many of them.

5. Perhaps underlying all the other factors was mental and emotional fatigue. The teachers seemed to have very limited physical and psychological energy to expend beyond that required to conduct a class all day. Curricular and instructional concerns related to the Master Plan were uppermost in teachers' minds and thus interfered with focusing on Project-related concerns.

Other limiting influences. In the final evaluations, most teachers reported that the district Master Plan interfered with their attention to this project. Several reasons were cited: (a) weekly unit leader meetings and unit planning meetings were required; (b) extensive reorganization in all areas was required; (c) children had been grouped into heterogeneous classes across ages, instead of achievement levels, greatly adding to the burden of preparation for teachers and to their sense of futility and failure; (d) extensive testing for diagnosing learning problems was required.

Additional pressures came from California's Stull Act (Gage, 1973), which held every teacher accountable for the attainment of stated goals for each child. In the pre-school district meeting, the superintendent had admonished the teachers that he would accept no less than one month of academic growth for every month in school. The teachers felt threatened and afraid of failure.

The goal of the district teachers' organization for the year was to confront the administration and demand change. They protested low pay and twice during the nine months threatened a strike. They also demanded improved working conditions and the resolution of a racial issue concerning certificated personnel. The teachers' organization requested an investigation by the state offices of the state teachers' association, and the results described the teachers in the district as

suffering from "very low morale," caused in part by "lack of pride in the image of the district."

Summary

The problem of effecting desirable change in the complex environment of a "distressed" school is indeed a difficult one. Although there is no overwhelming evidence that the approach presented in this report achieved the desired changes, the research staff and the school personnel felt confident that the design and method contained the ingredients for successful change. Therefore, further testing of the approach is needed.

Social scientists in recent years have become increasingly aware of the complexity and necessary slowness of change in the interactive behavior of individuals within organizations. Although the diagnosis may be accurate and the prescribed treatment may be appropriate, unless the patient agrees to take the treatment there is little chance of a cure. To extend the analogy further, as long as part of the body does not respond to treatment and continues to malfunction, the entire body performs below optimum levels and reports feeling the pain or discomfort. The point to be made is that the first limitation upon the effectiveness of the program resulted from the fact that not all members of the school staff were truly voluntary participants; some were participating because of subtle coercion. These individuals resisted "treatment" and therefore crippled the group who were seeking change.

The preceding statements are offered not in defense of the approach of this in-service program, but rather to urge its further testing. It is important also to recognize that much was accomplished that was not measurable. Consideration should be given to carrying out such a program where all participants are volunteers committed to seeking change; to extending the program in time, if necessary, to accommodate the pace of change; and to including a wider base of support composed of parents and administrators who could increase the probability of successes.

Finally, innovations in interactions between teachers and children may be welcomed if other life pressures are not too severe emotionally on both teachers and children. When the economic pressures of low salaries and low professional status are added to the burden of teaching, when ad-

ministrative threats are made, and when high standards of child achievement on tests are demanded as proof of a teacher's ability, insecure teachers are likely to blame children for not learning more quickly (Beckman, 1970). These conditions lead to a pattern of interaction between teachers and children in which hostility is continually intensified, with each blaming the other for lack of satisfactions. Child learning in schools earlier described as "distressed" probably will not progress well, regardless of interventions such as those described here, unless teachers are (1) paid adequately to relieve economic pressures, (2) given respect and support for their innovative efforts by their administrators, and (3) not required to make more innovative changes than they can tolerate at one time.

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Appendix A

BOOKS IN PROJECT LIBRARY, SEPTEMBER 1971

- Banks, J., & Joyce, W. Teaching Social Studies to Culturally Different Children. Reading, Mass.: Addison-Wesley, 1971.
- Buckley, N., & Walker, H. Modifying Classroom Behavior: A Manual of Procedures for Classroom Teachers. Champaign, Ill.: Research Press, 1970.
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- Wittes, S. People and Power: A Study of Crisis in Secondary Schools. Ann Arbor: Institute for Social Research, University of Michigan, 1970.
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Appendix B

From the Humanizing Learning Program, Research for Better Schools,
Philadelphia

BASIC BIBLIOGRAPHY (with grade levels)

- *1. Alcock, Gudrun. RUN, WESTY, RUN. Lothrop, 1966. (4-6)
After continually running away, in spite of various adult authorities, young Westy must take a realistic look at life and work out his own problems.
2. Armer, Alberta. SCREWBALL. World, 1963. (4-6)
Competition in a Soap Box Derby strengthens a polio victim in both body and spirit.
3. Arundel, Jocelyn. SIMBA OF THE WHITE MANE. McGraw-Hill, 1958. (4-6)
A young African boy helps with the hunt, but then saves the life of a great lion.
4. Bishop, Claire Huchet. TWENTY AND TEN. Viking, 1952. (4-6)
Twenty French school children courageously protect ten Jewish refugee children from Nazi soldiers during World War II.
5. Burch, Robert. QUEENY PEAVY. Viking, 1966. (5-6)
A defiant 13-year-old girl in the rural South of the depression years struggles to keep herself out of reform school.
6. Byars, Betsy. THE MIDNIGHT FOX. Viking, 1968. (4-6)
A city boy struggles with the way of life on a farm, and spares the life of a fascinating animal.
- *7. Clayton, Edward. MARTIN LUTHER KING: THE PEACEFUL WARRIOR. Prentice-Hall, 1964, rev. ed. 1969. (4-6)
A biography of the outstanding Negro leader reveals his difficulties and triumphs.
- *8. Clymer, Eleanor. MY BROTHER STEVIE. Holt, Rinehart & Winston, 1967. (5-6)
Twelve year-old Annie struggles to prevent her young brother from becoming a delinquent in a big city slum.
9. Collier, James L. THE TEDDY BEAR HABIT, OR HOW I BECAME A WINNER. Norton, 1967. (5-7)
"True confessions" of a Greenwich Village boy who inadvertently gets involved in a comic, madcap mystery.
- *10. Colver, Anne. FLORENCE NIGHTINGALE: WAR NURSE. Garrard, 1961. (2-5)
Concise biography of the "Lady with the Lamp" and how she struggled to improve nursing services.
11. Dalgliesh, Alice (Ed.). RIDE ON THE WIND. Told from THE SPIRIT OF ST. LOUIS, by Charles A. Lindbergh. Scribners, 1956. (3-5)
A brief but effective re-telling of how a man built on his childhood dreams of flying.

* These titles were available in paperback in July, 1971.

12. Fitzhugh, Louise. HARRIET THE SPY. Harper, 1964. (5-7)
A rebellious sixth-grade girl alienates almost everyone when her notebook of caustic observations is discovered.
- *13. Forbes, Esther. JOHNNY TREMAIN. Houghton Mifflin, 1953. (5-8)
A young apprentice grapples with personal and physical problems --and plays an important role in the American Revolution.
- *14. Gage, Wilson. BIG BLUE ISLAND. World, 1964. (4-6)
An orphaned city boy must acquire new attitudes and values when he is sent to live with an old uncle on a lonely river island.
- *15. Gage, Wilson. THE SECRET OF CROSSBONE HILL. World, 1959. (4-6)
In this mystery set in South Carolina, the Vance children discover more "treasures" than they anticipated.
- *16. Garfield, James B. FOLLOW MY LEADER. Viking, 1957. (4-6)
A boy must adjust to blindness and a guide dog.
- *17. George, Jean C. MY SIDE OF THE MOUNTAIN. Dutton, 1959. (5-7)
How Sam quits the city to live alone and off the land is recorded in this absorbing story.
- *18. Graff, Steward & Graff, Polly Anne. HELEN KELLER: TOWARD THE LIGHT. Garrard, 1965. (2-5)
Simple account of how that amazing woman accomplished so much despite multiple handicaps.
19. Herman, William. HEARTS COURAGEOUS: TWELVE WHO ACHIEVED. Dutton, 1949. (5-8)
Biographies of some people, each of whom accomplished greatness in spite of overwhelming physical problems. (E.g., Beethoven, Steinmetz, FDR, Glenn Cunningham, etc.)
- *20. Hickok, Lorena A. THE STORY OF HELEN KELLER. Grosset, 1958. (4-6)
A re-telling of her life and of her teacher, Annie Sullivan.
21. Hildick, E. W. MANHATTAN IS MISSING. Doubleday, 1969. (4-6)
Visiting from England and left in charge of a spoiled Siamese cat, the two youngest Clarke brothers join forces with American children to search New York City for the "cat-nappers" and to recover "Manhattan."
22. Holman, Felice. THE BLACKMAIL MACHINE. Macmillan, 1968. (4-6)
A far-fetched story about a group of children and an eccentric woman, who won't leave their flying-tree house until certain demands are met by the community.
23. Jones, Adrienne. SAIL, CALYPSO! Little, 1968. (5-7)
Two lonely boys must join forces to prepare a derelict sailboat for its glorious return to the sea.
24. Judson, Clara Ingram. THOMAS JEFFERSON, CHAMPION OF THE PEOPLE. Follett, 1952. (5-8)
A sensitive biography of that man of many facets and talents.

25. Kennedy, John F. PROFILES IN COURAGE: YOUNG READER'S MEMORIAL EDITION. Harper & Row, 1964. (5-7)
26. Konigsburg, E. L. FROM THE MIXED-UP FILES OF MRS. BASIL E. FRANKWEILER. Atheneum, 1967. (4-6)
27. Little, Jean. TAKE WING. Little, 1968. (5-6)
A young girl seems to be the only one who recognizes her little brother's mental retardation. She must give him up and learn her own identity.
- *28. Lord, Beman. QUARTERBACK'S AIM. Walck, 1960. (2-5)
Too light and skinny to make the first string, Alan earns the right to play on the school football team.
- *29. McGovern, Ann. RUNAWAY SLAVE: THE STORY OF HARRIET TUBMAN. Four Winds Press, 1965. (2-5)
Easy to read, this is an effective portrayal of the indomitable conductor of the Underground Railroad.
30. Macken, Walter. THE FLIGHT OF THE DOVES. Macmillan, 1968. (5-6)
Two English orphans, fleeing from a scheming stepfather, receive help from various sources as they try to reach their Irish grandmother--a lively, suspenseful adventure story.
31. McNeer, May & Ward, Lync. ARMED WITH COURAGE. Abingdon, 1957. (4-6)
Seven short biographies of unusual "crusaders" who attained greatness with physical and spiritual determination (e.g., Jane Addams, Gandhi, George Washington Carver, Schweitzer, etc.).
- *32. McSwigan, Marie. SNOW TREASURE. Dutton, 1942. (4-6)
Children succeed in getting Norwegian gold out of their country during the Nazi occupation.
33. Mann, Peggy. THE STREET OF FLOWER BOXES. Coward-McCann, 1966. (3-5)
After an initial reaction of ridiculing the idea, young Carlos and his friends participate in a slum beautification project. They learn responsibilities and gratification in the process.
34. Muehl, Lois Baker. WORST ROOM IN THE SCHOOL. Holiday, 1961. (4-6)
A group of "misfits," this class works toward an improved school building while each child also faces up to his own problems.
35. Patterson, Lillie. FREDERICK DOUGLASS: FREEDOM FIGHTER. Garrard, 1965. (2-5)
A simple biography of the ex-slave who fought for equal rights for Negroes.
36. Peare, Catherine O. LOUISA MAY ALCOTT: HER LIFE. Harcourt, 1954. (5-7)
A biography of the famous authoress who sought to free her family from debt.
- *37. Phipson, Joan. THE FAMILY CONSPIRACY. Harcourt, 1964. (5-6)
Four Australian children secretly earn money to help pay for the surgery needed by their mother.

- *38. Robinson, Louie, Jr. ARTHUR ASHE: TENNIS CHAMPION. (5-8)
 Doubleday, 1967.
 A biography of the young black American who, after years of striving, has become one of our top athletes.
- 39. Sawyer, Ruth. MAGGIE ROSE, HER BIRTHDAY CHRISTMAS. Harper, (4-6)
 1952.
 A girl's determination to provide a proper celebration finally infected her whole family.
- 40. Shemin, Margaretha. THE LITTLE RIDERS. Coward-McCann, 1963. (4-6)
 In World War II Holland, a visiting American girl helps hide the figures of the town clock from Nazi looters.
- *41. Shotwell, Louisa R. ROOSEVELT GRADY. World, 1963. (5-6)
 The son of poor Negro migrant workers yearns to settle down in a permanent home.
- *42. Sperry, Armstrong. CALL IT COURAGE. Macmillan, 1940. (4-6)
 A young Polynesian boy battles alone to overcome his fear of the sea.
- *43. Stolz, Mary. THE BULLY OF BARKHAM STREET. Harper & Row, 1963. (4-6)
 Young Martin finds out just how hard it is to overcome a notoriously bad reputation.
- *44. White, E. B. CHARLOTTE'S WEB. Harper & Row, 1952. (2-5)
 A clever spider resourcefully saves the life of a rather "good-for-nothing" pig.
- 45. Winterfeld, Henry. STAR GIRL. Harcourt, 1957. (4-6)
 A science-fiction tale, in which a group of children discover and protect an "alien" while helping her rendezvous with her returning space ship.

Paperback Editions of Titles in Basic Bibliography

1. Alcock. RUN, WESTY, RUN. (Archway Paperbacks)
2. Armer. SCREWBALL. (Tempo Books)
3. Clayton. MARTIN LUTHER KING: THE PEACEFUL WARRIOR. (Archway, 50¢)
8. Clymer. MY BROTHER STEVIE. (Scholastic)
10. Colver. FLORENCE NIGHTINGALE. (Yearling Books) (original title, "Florence Nightingale: War Nurse")
12. Fitzhugh. HARRIET THE SPY. (Yearling)
13. Forbes. JOHNNY TREMAIN. (Yearling)
14. Gage. BIG BLUE ISLAND. (Archway)
15. Gage. THE SECRET OF CROSSBONE HILL. (Archway)
16. Garfield. FOLLOW MY LEADER. (Scholastic)
17. George. MY SIDE OF THE MOUNTAIN. (Tempo)
18. Graff. HELEN KELLER. (Yearling) (original title, "Helen Keller: Toward the Light")
20. Hickok. THE STORY OF HELEN KELLER. (Tempo)
25. Kennedy. PROFILES IN COURAGE: YOUNG READER'S MEMORIAL EDITION. (Perennial Library, 75¢) (Important to specify this edition.)
28. Lord. QUARTERBACK'S AIM. (Scholastic)
29. McGovern. RUNAWAY SLAVES, THE STORY OF HARRIET TUBMAN. (Scholastic)
32. McSwigan. SNOW TREASURE. (Scholastic)
35. Patterson. FREDERICK DOUGLASS (Yearling, 50¢) (original title, "Frederick Douglass: Freedom Fighter")
37. Phipson. THE FAMILY CONSPIRACY. (Voyager Books)
38. Robinson. ARTHUR ASHE: TENNIS CHAMPION. (Archway)
41. Shotwell. ROOSEVELT GRADY. (Tempo)
42. Sperry. CALL IT COURAGE. (Scholastic)
43. Stolz. THE BULLY OF BARKHAM STREET. (Yearling)
44. White. CHARLOTTE'S WEB. (Yearling)

Appendix C-1

IRA GORDON SELF-CONCEPT MEASURE^a

- | | | |
|---|-----------|---|
| 1. Nothing gets me too mad | 1 2 3 4 5 | I get mad easily and explode |
| 2. I don't stay with things and finish them | 1 2 3 4 5 | I stay with something till I finish |
| 3. I'm very good at drawing | 1 2 3 4 5 | I'm not much good at drawing |
| 4. I don't like to work on committees, projects | 1 2 3 4 5 | I like to work with others |
| 5. I wish I were smaller (taller) | 1 2 3 4 5 | I'm just the right height |
| 6. I worry a lot | 1 2 3 4 5 | I don't worry much |
| 7. I wish I could do something with my hair | 1 2 3 4 5 | My hair is nice-looking |
| 8. Teachers like me | 1 2 3 4 5 | Teachers don't like me |
| 9. I've lots of energy | 1 2 3 4 5 | I haven't much energy |
| 10. I don't play games very well | 1 2 3 4 5 | I play games very well |
| 11. I'm just the right weight | 1 2 3 4 5 | I wish I were heavier (lighter) |
| 12. The girls don't like me, leave me out | 1 2 3 4 5 | The girls like me a lot, choose me |
| 13. My face is pretty (good looking) | 1 2 3 4 5 | I wish I were prettier (better looking) |
| 14. I'm very good in music | 1 2 3 4 5 | I'm not much good in music |
| 15. I get along very well with teachers | 1 2 3 4 5 | I don't get along with teachers |
| 16. I don't like teachers | 1 2 3 4 5 | I like teachers very much |
| 18. I don't feel at ease, comfortable inside | 1 2 3 4 5 | I feel very at ease, comfortable inside |
| 19. I don't like to try new things | 1 2 3 4 5 | I like to try new things |

^aGordon, 1968.

20. I have trouble controlling my feelings 1 2 3 4 5 I can handle my feelings
21. I do well in school work 1 2 3 4 5 I don't do well in school
22. I want the boys to like me 1 2 3 4 5 I don't want the boys to like me
23. I don't like the way I look 1 2 3 4 5 I like the way I look
24. I don't want the girls to like me 1 2 3 4 5 I want the girls to like me
25. I've very healthy 1 2 3 4 5 I get sick a lot
26. I don't dance well 1 2 3 4 5 I'm a very good dancer
27. I write well 1 2 3 4 5 I don't write well
28. I like to work alone 1 2 3 4 5 I don't like to work alone
29. I use my time well 1 2 3 4 5 I don't know how to plan my time
30. I'm not much good at making things with my hands 1 2 3 4 5 I'm very good at making things with my hands
31. I wish I could do something with my skin 1 2 3 4 5 My skin is nice-looking
32. School isn't interesting to me 1 2 3 4 5 School is very interesting
33. I don't do arithmetic well 1 2 3 4 5 I'm real good in arithmetic
34. I'm not as smart as the others 1 2 3 4 5 I'm smarter than most of the others
35. The boys like me a lot, choose me 1 2 3 4 5 The boys don't like me, leave me out
36. My clothes are not as I'd like 1 2 3 4 5 My clothes are nice
37. I like school 1 2 3 4 5 I don't like school
38. I wish I were built like the others 1 2 3 4 5 I'm happy with the way I am
39. I don't read well 1 2 3 4 5 I read very well
40. I don't learn new things easily. 1 2 3 4 5 I learn new things easily

Appendix C-2

STUDENT SELF-EVALUATION SCALE^a

NAME _____ AGE _____ DATE _____

DIRECTIONS

This is a paper that you can use to describe yourself. There are no "right" or "wrong" answers. Each person has different thoughts, feelings, and ideas about himself, and only you can give your own true opinion.

On the following pages are a number of sentences arranged like the SAMPLE below, with five spaces between each pair of sentences:

I am short | | | | | I am tall

Put a mark in the space that best describes yourself. For example, put a mark in the space at the left end of the line if you are very short, or in the right hand space if you are very tall. Most people are somewhere between these extremes. If you think that your height is average (not tall and not short), then put a mark in the center space. If you think you are taller than average but not very tall, put a mark in the space just to the right of center. If you think you are shorter than average but not very short, put a mark in the space just to the left of center.

Put a mark in only one space on every line. Do not skip any lines. Begin now.

1. I usually am tired | | | | | I usually have lots of energy
2. People like having me around | | | | | People don't like having me around
3. I feel sad most of the time | | | | | I feel happy most of the time
4. People usually dislike me | | | | | People usually like me
5. I like the way I look | | | | | I don't like the way I look

^aMarx, Gottfurcht, Weld, & Smith, 1971.

6. Teachers like me a lot _____ Teachers don't like me very much _____
7. I feel unsure of myself _____ I feel sure of myself _____
8. I get along well with others _____ I get along poorly with others _____
9. I am usually nervous _____ I am usually relaxed _____
10. I like to help other people _____ I don't like to help other people _____
11. I am smart _____ I am stupid _____
12. School is worthwhile _____ School is worthless _____
13. I dislike school _____ I like school _____
14. People don't think that I am important _____ People think that I am important _____
15. It's fun being me _____ I wish I were somebody else _____
16. I am honest _____ I am dishonest _____
17. Most people are bad _____ Most people are good _____
18. I am doing well in school _____ I am doing poorly in school _____
19. I get sick a lot _____ I rarely ever get sick _____
20. I am a good person _____ I am a bad person _____
21. In school I get into trouble a lot _____ In school I rarely get into trouble _____
22. I am popular with boys my age _____ I am unpopular with boys my age _____
23. I am popular with girls my age _____ I am unpopular with girls my age _____

24. I rarely follow the rules _____ I almost always follow the rules _____
25. Most people like having me around _____ Most people don't like to be with me _____
26. Mostly, I like myself the way I am _____ Mostly, I don't like myself the way I am _____
27. Most people are easy to get along with _____ Most people are hard to get along with _____
28. I have a lot of friends _____ I have very few friends _____
29. I don't trust my friends _____ I trust my friends _____
30. Most adults are mean to me _____ Most adults are nice to me _____
31. I am usually proud of what I do _____ I am usually ashamed of what I do _____
32. My friends pick on me a lot _____ My friends rarely ever pick on me _____
33. Most people are dishonest _____ Most people are honest _____
34. I hardly ever worry about anything _____ I worry about a lot of things _____
35. People expect too much of me _____ People don't expect enough of me _____

IF THERE IS ANYTHING MORE THAT YOU WOULD LIKE TO SAY ABOUT YOURSELF, PLEASE WRITE IT
IN THE SPACE BELOW.

Appendix C-3

SEARS SELF-CONCEPT INVENTORY¹

Name _____ Boy _____ Girl _____ Grade _____
Teacher _____

Some boys and girls have thought about the things they do and decided that the items on these pages were helpful in thinking about themselves. This is a chance for you to look at yourself and decide what your strong points are and what your weak points are. This is not a test; we expect everyone to have different answers--so be sure your answers show how you think about yourself. Your answers are private and will be kept in confidence.

Read each item and then answer the question: Compared with other boys and girls my age how do I rate now?

Find the line under whatever heading indicates your answer. (The words at the top show what the lines in each column stand for.) Mark an X on that line. Now go right ahead. Work as fast as you like.

¹What follows is the latest revision of this much used inventory. A test manual by Marx, Peterson, and Nichols is forthcoming.

	Excellent	Very good	Better than most	OK	Not so good
1. Being good at sports	----	----	----	----	----
2. Learning things rapidly	----	----	----	----	----
3. Making friends easily with my own sex	----	----	----	----	----
4. Having new, original ideas	----	----	----	----	----
5. Getting my school work done on time and not getting behind	----	----	----	----	----
6. Being able to read well	----	----	----	----	----
7. Being a good size and build for my age	----	----	----	----	----
8. Remembering what I've learned	----	----	----	----	----
9. Being willing for others to have their way some- times	----	----	----	----	----
10. Solving problems in ways others haven't tried	----	----	----	----	----
11. Being confident, not shy or timid	----	----	----	----	----
12. Knowing how to do math	----	----	----	----	----
13. Being good at things that require physical skill	----	----	----	----	----
14. Being a good student	----	----	----	----	----
15. Being a leader--one to get things started with my own sex	----	----	----	----	----
16. Thinking up answers to problems--answers no one else has thought of	----	----	----	----	----
17. Being able to concentrate	----	----	----	----	----

	Excellent	Very good	Better than most	OK	Not so good
18. Being interested in science; learning about things that scientists do	----	----	----	----	----
19. Being attractive, good looking	----	----	----	----	----
20. Having brains for college	----	----	----	----	----
21. Making other people feel at ease	----	----	----	----	----
22. Learning about new things even when other people aren't interested--studying about things on my own	----	----	----	----	----
23. Getting a lot of fun out of life	----	----	----	----	----
24. Writing creative stories and poems	----	----	----	----	----
25. Being a good athlete	----	----	----	----	----
26. Being able to apply what I've learned	----	----	----	----	----
27. Having plenty of friends among my own sex	----	----	----	----	----
28. Seeing new ways of thinking about things and putting ideas together	----	----	----	----	----
29. Spending most of my time on my work, not goofing off	----	----	----	----	----
30. Having good handwriting even when I'm hurried	----	----	----	----	----
31. Being not too skinny, not too fat	----	----	----	----	----
32. Having brains	----	----	----	----	----
33. Being sensitive to what others are feeling	----	----	----	----	----

	Excellent	Very good	Better than most	OK	Not so good
34. Being able to see things in my mind easily when I want to	----	----	----	----	----
35. Being able to change things when they don't suit me	----	----	----	----	----
36. Being able to spell correctly	----	----	----	----	----
37. Enjoying games and sports	----	----	----	----	----
38. Being smart	----	----	----	----	----
39. Being active in social affairs with my own sex	----	----	----	----	----
40. Being interested in new things; excited about all there is to learn	----	----	----	----	----
41. Well organized; having materials ready when needed	----	----	----	----	----
42. Learning about people around the world and being interested in them	----	----	----	----	----
43. Having nice features (nose, eyes, etc.)	----	----	----	----	----
44. Knowing what to do to get the right answer to a problem	----	----	----	----	----
45. Being easy to get along with	----	----	----	----	----
46. Letting my imagination go when I want to	----	----	----	----	----
47. Enjoying myself in school	----	----	----	----	----
48. Doing well in art work, painting, or drawing	----	----	----	----	----

Appendix C-4

HESS'S LOCUS OF CONTROL

Name _____ Boy or Girl _____
School _____

1. Why do you think your marks went up this year?
 - a. The teacher likes me.
 - b. I tried harder this year.
2. Why don't you remember these words?
 - a. I didn't learn them.
 - b. The words are too hard.
3. How come you got 100 in the spelling test?
 - a. I studied hard.
 - b. The test was easy.
4. Why did the teacher move you out of our group?
 - a. She doesn't like me.
 - b. I didn't do my work right.
5. Why did the teacher say your work is very good?
 - a. The teacher said it to be nice.
 - b. Because I worked very hard.
6. Why couldn't you do the arithmetic problem?
 - a. I didn't study.
 - b. The problem was too hard.
7. Why did you get a smiling face on your paper?
 - a. Because I did a good job.
 - b. Because the teacher likes me.
8. Why did the teacher say you didn't do very well today?
 - a. Because the teacher was mad at me.
 - b. My work was very sloppy.
9. Why couldn't you spell the word when the teacher called on you this morning?
 - a. The word was too hard.
 - b. I didn't do my homework.

10. How come you weren't invited to John's (Mary's) party?
 - a. He (she) doesn't like me.
 - b. I was mean to him (her).
11. Why don't you remember these words?
 - a. I didn't learn them.
 - b. The words are too hard for me.
12. How come you're captain of the team?
 - a. Because I play very well.
 - b. The teacher just picked me.
13. Why did the teacher pick you to lead the line?
 - a. Because I was good in class today.
 - b. Because I'm tall.
14. Why is she (he) always mean to you?
 - a. Because I'm not nice to him (her).
 - b. Because he (she) doesn't like me.
15. Why did your group win the game?
 - a. The other team was bad.
 - b. We played very well.
16. Why couldn't you do the arithmetic problem?
 - a. I didn't study.
 - b. The problem was too hard for me.

Appendix C-5

TEACHER ATTITUDE INVENTORY¹

Name _____

Grade teaching _____

School _____

Date _____

Instructions

The following pairs of statements have been chosen to illustrate some real questions about the teaching role. The purpose of the inventory is to obtain a clearer picture of the attitudes and feelings teachers have regarding these controversial issues. Individual responses to the questionnaire will not be disclosed, but group results will be made available to you.

Please consider the two statements given beside each number. Ask yourself, "Where do I generally stand regarding these contrasting positions in relationship to teaching my grade level?" Then, mark one "X" on the continuum indicating how you most often would respond, though exceptions often occur.

A mark in Column "1" represents strong agreement with the first statement.

A mark in Column "2" indicates mild agreement with the first statement.

A mark in the center column will indicate no preference, or that both statements seem equally valid to you.

A mark in Columns "4" or "5" shows mild or strong agreement with the second statement.

¹Guidelines for the use of this new instrument and cautions regarding the interpretation of results obtained with it will appear shortly (Whitmore, forthcoming, a).

TEACHER ATTITUDE INVENTORY

1 2 3 4 5

1. Schools are too structured these days.

A major problem in today's schools is a lack of well-defined structure.

2. Most of my energy at this grade level is spent trying to retain some control and maintain order.

Most of my energy is spent trying to find ways to make the curriculum meaningful to individual students.

3. Teachers need many opportunities to increase their skills and knowledge of new techniques by participating in inservice workshops.

Inservice workshops are not necessary; teaching experience and extension classes help the teachers more.

4. The teacher's prime responsibility to the child is to teach him how to fit into his society and meet its expectations.

The teacher's prime responsibility is to help release the child to feel free to develop himself toward an increasing sense of self-fulfillment as an individual, relatively independent of society's expectations.

5. Teachers should not become too personally and emotionally involved with individuals in the class.

A teacher must be a special close friend before he can help the student realize his fullest potential.

6. Teachers should be acknowledged for being innovative and opportunity provided for them to share their ideas with other teachers.

No special recognition should be given teachers for being "innovative" as it fosters a competitive spirit and exaggerates the value of innovation.

- | | | | | | | |
|--|---|---|---|---|---|--|
| 7. Some children cannot be motivated because of other environmental influences. | 1 | 2 | 3 | 4 | 5 | There is no child who cannot be motivated to learn. |
| 8. The teaching style (methodology) and curriculum should be consistent with a school and relatively consistent within a district or a nation. | 1 | 2 | 3 | 4 | 5 | Every teacher should be free to modify the curriculum or implement any method that helps her accomplish district or nationally defined objectives for the grade. |
| 9. Some form of individualized instruction is generally more effective than group instruction for my grade level. | 1 | 2 | 3 | 4 | 5 | Group instruction is still the most practical and effective method of teaching for my grade level. |
| 10. Faculty meetings should expose teachers to new ideas, material and approaches; memos can communicate technical-clerical information. | 1 | 2 | 3 | 4 | 5 | Faculty meetings should be very brief and confined to essential "business." |
| 11. Children cannot learn well in a noisy room full of movement. | 1 | 2 | 3 | 4 | 5 | Children should be allowed to talk and to leave their seats or the room freely any time to accomplish work. |
| 12. A teacher should be free to test any idea of a new technique in teaching. | 1 | 2 | 3 | 4 | 5 | Experimentation should occur only under the close supervision of administrative staff. |

- | | | | | | | |
|-----|---|-------|-------|-------|-------|-------|
| 13. | A teacher can significantly influence the attitudes and values of children even from a "culturally deprived" home and social environment. | 1 | 2 | 3 | 4 | 5 |
| | | _____ | _____ | _____ | _____ | _____ |
| 14. | Most children in the grade that I teach are capable of increasing responsibility for self-evaluation and self-discipline as individuals and as a group. | _____ | _____ | _____ | _____ | _____ |
| 15. | There is too much experimentation in our schools and too little respect for traditional approaches. | _____ | _____ | _____ | _____ | _____ |
| 16. | Individual pupil conferences with all students are very seldom possible in classes of 25 or more. | _____ | _____ | _____ | _____ | _____ |
| 17. | Teaching staffs should be more involved in the development and evaluation of their programs. | _____ | _____ | _____ | _____ | _____ |
| 18. | Group discussions in class are usually a waste of time. | _____ | _____ | _____ | _____ | _____ |
- A teacher can do very little to motivate children from a "culturally deprived" home and social environment.
- Pupils cannot be expected to assume responsibility for self-discipline and evaluation before the secondary level; until then the teacher must assume most responsibility for discipline and evaluation.
- Teachers must be willing to experiment with new approaches because our schools are in need of many changes before they will successfully do their job.
- A teacher can and should make time for frequent conferences with individual pupils on personal and academic matters.
- Development and evaluation of programs can best be carried out by administrative staffs.
- Group dialogue and exploration of ideas are useful educational techniques.

- | | | | | |
|-----|---|-------|-------|-------|
| 1 | 2 | 3 | 4 | 5 |
| 19. | A teacher should employ any approach or technique that will contribute toward the development of the potential for uniqueness, creativity, and individuality in each child. | _____ | _____ | _____ |
| 20. | Teachers are not intended to be psychologists and therefore should confine their efforts to teaching subject matter and academic skills. | _____ | _____ | _____ |
| 21. | Students should be encouraged to become increasingly involved in planning and evaluating. | _____ | _____ | _____ |
| 22. | Too much flexibility and pupil planning in a classroom creates feelings of insecurity and confusion. | _____ | _____ | _____ |
| 23. | It is most effective for a teacher to gain the respect of his pupils as a close personal friend. | _____ | _____ | _____ |
| 24. | Teachers should help each other evaluate approaches, identify problems or weaknesses and design methods of correcting the problems. | _____ | _____ | _____ |
- The teacher is most effective when he or she confines her or his methods to standard ones such as those suggested in curriculum guides which are designed to be suitable to most children.
- Teachers must apply the principles and theories of social psychology and child development to most effectively provide for learning and socio-emotional needs of each child.
- Students may be involved only to a very limited extent regarding planning and evaluating; the final decisions must be those of the teacher.
- Flexibility and spontaneity in a classroom are vital because such conditions foster creativity and enthusiasm.
- It is important for a teacher to demand the respect of his pupils by maintaining a proper amount of distance.
- Evaluation should be a personal matter, involving including only the teacher and principal.

Appendix C-6

THINKING ABOUT MY SCHOOL¹

My name is _____ Date _____
 Age _____ Grade _____

DIRECTIONS: PUT AN X IN THE SPACE UNDER THE WORDS WHICH DESCRIBE HOW YOU FEEL ABOUT YOUR SCHOOL

Then turn to next page.

	Not at all	Once in a while	Often	All the time
1. My school is a friendly place. _____	_____	_____	_____	_____
2. I look forward to going to school. _____	_____	_____	_____	_____
3. Teachers at our school like kids. _____	_____	_____	_____	_____
4. Kids are happy most of the time at our school. _____	_____	_____	_____	_____
5. Grown-ups at school listen to the ideas of kids. _____	_____	_____	_____	_____
6. Some days there is so much noise I can't work in class. _____	_____	_____	_____	_____
7. Kids are proud to say they go to our school. _____	_____	_____	_____	_____
8. Kids think most of the grown-ups at school are their good friends. _____	_____	_____	_____	_____
9. The kids help decide what should be done in the school. _____	_____	_____	_____	_____
10. Sometimes I feel no one at this school likes me. _____	_____	_____	_____	_____
11. Teachers are happy at school. _____	_____	_____	_____	_____

¹ Guidelines for the use of this new instrument and cautions regarding the interpretation of results obtained with it will be available (Whitmore, forthcoming, b).

	Not at all	Once in a while	Often	All the time
12. Our school rules are fair and make sense.	—	—	—	—
13. Hard work pays off at school.	—	—	—	—
14. Everyone works together.	—	—	—	—
15. There is too much fighting at school.	—	—	—	—
16. Teachers make work more fun.	—	—	—	—
17. My parents think this school is a good school.	—	—	—	—
18. Kids listen if you say what you think.	—	—	—	—
19. There is no use in trying to do better school work.	—	—	—	—
20. Teachers ask kids to do too much school work.	—	—	—	—
21. I would rather go to this school than most other schools.	—	—	—	—
22. Teachers like to teach and to help kids.	—	—	—	—
23. Punishment is usually fair.	—	—	—	—
24. Students should help run the school.	—	—	—	—
25. I would like to see many things change in my school.	—	—	—	—
26. School work is boring.	—	—	—	—
27. I like to think of new ideas, ways to do things.	—	—	—	—

	Not at all	Once in a while	Often	All the time
28. The feelings and ideas of kids are important at our school.	—	—	—	—
29. I have many friends at school.	—	—	—	—
30. I am learning a lot in school this year.	—	—	—	—
31. Grown-ups have all the power in the school.	—	—	—	—
32. A lot of kids at our school take things that don't belong to them.	—	—	—	—
33. It is usually clear to me what I am supposed to do in class.	—	—	—	—
34. Most of what we learn is interesting.	—	—	—	—
35. Kids listen to their teacher carefully.	—	—	—	—
36. My teacher is sad if I am not at school.	—	—	—	—
37. I feel good because I do my best work.	—	—	—	—
38. Teachers would rather do some other kind of work.	—	—	—	—
39. At school I get blamed for things I didn't do.	—	—	—	—
40. At this school the grown-ups do what is best for the kids.	—	—	—	—

Not at all	Once in a while	Often	All the time
—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—

41. Kids have the right amount of power at our school.
42. Kids are mean to each other.
43. I get all the help I need with my work.
44. On lots of school days I would rather stay home.
45. If I have an idea for the answer to my teacher's question, I tell the teacher.
46. Kids feel important at our school.
47. I feel good when I am working in my classroom.

Appendix D-1

FINAL EVALUATION OF WORKSHOP

To help in evaluating the workshop thoroughly, please be as specific (but also brief) as possible in answering the following questions.

1. Describe, in a few words or phrases, your overall feelings and evaluation of the workshop.

2. How do you think the staff, as a whole, feels about the workshop experiences during this past week? (Again, try to use descriptive words or phrases.)

3. What ideas or techniques, suggestions, etc., if any, from the workshop would you like to use in your teaching this year?

4. What ideas, techniques, suggestions, etc., if any, from the workshop do you now plan to try this year?

5. What do you expect your teaching experience, in general, to be like this year? (Descriptive words or phrases.)

6. What aspects or parts of the workshop were most helpful or useful, to you?

Least helpful or useful?

7. What, if any, ideas or suggestions, or techniques, etc., brought up in the workshop are still unclear to you?

8. What, if any, ideas or techniques from the workshop would you like to explore or consider further?

As a whole staff:

For your own teaching:

Indicate any for which you think you would like some help in implementing:

9. Do you have any specific goals in mind concerning your teaching this year? If yes, list them:

10. Ideally, where would you like to go from here? (E.g., how would you like your teaching experience to be this year? What things would have to be changed to achieve this?)

11. Do you have any other general comments about the workshop or the coming year? If so, include them here. (E.g., thoughts, comments, suggestions, criticisms, etc.)

Name _____
9/71

WORKSHOP RATING

We would like you to rate the following 20 pairs of terms according to your general feelings or opinions about your workshop experience. A five-point scale is provided. Mark an "X" in space "1" if you strongly agree with the first term (on the left). Mark space "2" if you moderately (or mildly) agree with the first term. Mark the center space, "3", if you do not particularly feel one way or the other, or if both terms seem equally appropriate to you. Likewise, mark spaces "4" or "5," respectively, if you moderately (or mildly) agree, or strongly agree, with the second term (on the right).

	1	2	3	4	5	
1. Helpful	----	----	----	----	----	Unhelpful
2. Comfortable	----	----	----	----	----	Uncomfortable
3. Too long	----	----	----	----	----	Too short
4. Good ideas	----	----	----	----	----	Nothing new
5. Boring	----	----	----	----	----	Stimulating
6. Relaxing	----	----	----	----	----	Tiring
7. Meaningless	----	----	----	----	----	Relevant
8. Good	----	----	----	----	----	Bad
9. Theoretical	----	----	----	----	----	Practical
10. Unorganized	----	----	----	----	----	Organized
11. Warm	----	----	----	----	----	Cold
12. Dull	----	----	----	----	----	Exciting
13. Encouraging	----	----	----	----	----	Discouraging
14. Useless	----	----	----	----	----	Useful
15. Positive	----	----	----	----	----	Negative
16. Not enjoyable	----	----	----	----	----	Enjoyable
17. Unfriendly	----	----	----	----	----	Friendly
18. Worthwhile	----	----	----	----	----	Waste of Time
19. Flexible	----	----	----	----	----	Inflexible
20. General	----	----	----	----	----	Specific

Name _____

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EVALUATION OF SPECIFIC ASPECTS OF WORKSHOP

To aid in evaluating the more specific aspects of the workshop, please rate, on the basis of the three categories in the first three columns, each of the following items, techniques, or content areas included in the workshop sessions. In column 4, indicate one instance in which you might use each in the classroom.

	1	2	3	4
	Very helpful or useful	Some-what helpful or useful	Not very helpful or useful	List or briefly indicate one instance or type of situation in which you might be able to use each of these in your classroom
1. Videotapes				
2. Notebooks				
3. Response sheets				
4. Group discussions				
5. Use of reinforcements				
6. Classroom organization				
7. Gathering information from pupils				
8. Analyzing interactions				
9. Developing awareness of:				
a. Our expectations				
b. Students' expectations				
c. Students' self-concepts				
d. Our own self-perceptions				
10. Data feedback from information gathered				
11. Listening exercise				
12. Identifying problems				
13. Setting goals, making plans				

Comments:

Name _____ 9-71

Appendix D-2

WEEKLY EVALUATION

Progress report for week of _____
 Monday's Date

Name _____ Unit _____

Think about each goal and try to describe the extent to which you were able to move this week toward its attainment.

Goal 1. No corporal punishment

	<u>yes</u>	<u>no</u>	<u>How often ?</u>
used corporal punishment	_____	_____	_____
recommended it	_____	_____	_____
felt it was needed	_____	_____	_____

Goal 2. Looking each day for ways to increase rewards and reinforcement for desirable behavior in pupils.

no ways a few many ways

This week I was able to find daily: _____

Which specific rewards, if any, seemed especially effective?

Goal 3. To make time each day to increase open communication.

I was able to make time to listen and respond to:

	<u>not at all</u>	<u>occasionally</u>	<u>often</u>
		(once a day)	
fellow staff members	_____	_____	_____
my class as a group	_____	_____	_____
individual pupils	_____	_____	_____

Comments: _____

Goal 3--continued: To make time each day to increase open communication

Our average amount of daily time spent discussing "problems" as a class has been _____ minutes.

The content of discussions has included--
(check if included)

discipline of self	_____	like about school	_____
school policies	_____	dislike about school	_____
self-direction	_____	planning of curriculum and use of time	_____
individual & group behavior	_____	teaching and learning	_____
classroom goals, purpose of schools	_____	evaluation of progress	_____

When do you have discussion usually? _____

Would you like someone to lead it with you? _____

Goal 4: To attempt to develop pupil self-concepts and power of self-direction:

This week I have been able to work toward this goal:

not at all _____ once _____ in several ways _____

Please note any valuable events or methods: _____

Goal 5: To be committed to increasing teacher responsibility
for decision making and evaluation.

I needed and obtained help in trying to cope
constructively with problems. _____

I felt supported by the staff. _____

I tried to help others with their
"problems." _____

I feel optimistic about the value of our
goals and the possibility of moving toward
them during the year. _____

Additional Comments

Progress or success not noted above: _____

Sources of worry or discouragement: _____

Help I feel I need: _____

Appendix D-3

FINAL EVALUATION OF THE PROJECT

To help in evaluating the Project thoroughly, please be as specific (but also brief) as possible in answering the following questions:

1. Describe, in a few words or phrases, your overall feelings and evaluation of the Project this year.
2. How do you think the staff, as a whole, feels about the Project during this past year? (Again, try to use descriptive words or phrases.)
3. What ideas, techniques, suggestions, etc., if any, from the Project have you tried this year?
4. What did you expect your teaching experience, in general, to be like this year? (Descriptive words or phrases.)
5. Comment briefly on your success in meeting your general expectations for this year.
6. Did you have any specific goals in mind concerning your teaching this year? If so, list them.
7. Comment briefly on how well you have achieved these goals.
8. Ideally, where would you like to go from here? (E.g., how would you like your teaching experience to be next year? What things would have to be changed to achieve this?)
9. Do you have any other general comments about the Project or this year? If so, include them here (e.g., thoughts, comments, suggestions, criticisms, etc.).

In addition to these questions, the checklist shown in Table 8 and a modified version of the pre-school workshop evaluation questionnaire, which follows, were administered.

EVALUATION OF SUMMER WORKSHOP

To aid in evaluating the usefulness of last summer's workshop, please rate, in the first three columns, each of the following items, techniques, or content areas included in the workshop sessions. Indicate in the last three columns how often you have used each.

	1	2	3	4	5	6
	Very helpful or useful	Some-what helpful or useful	Not very helpful or useful	How often used?		
Check appropriate columns for each item				Often	Occasionally	Never
1. Videotapes						
2. Notebooks						
3. Response sheets						
4. Group discussions						
5. Use of reinforcements						
6. Class organization						
7. Gathering information from pupils						
8. Analyzing interactions						
9. Developing awareness of:						
a. Our expectations						
b. Students' expectations						
c. Students' self-concepts						
d. Our own self-perceptions						
10. Data feedback from information gathered						
11. Listening exercise						
12. Identifying problems						
13. Setting goals, making plans						

Comments:

Name _____

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Appendix E

MATERIALS FOR CONTRACTING AND CHARTING

Guidelines for Establishing Individual Contracts and Schedules

- I. Group
 - A. Write the schedule on the blackboard, with goals for each period.
 - B. List procedures (steps) and standards (e.g., correct own work, have teacher check it, or have pupil check it?).
 - C. List possible choice activities for extra time when contracted work has been satisfactorily completed.
- II. Individual
 - A. Marks down goal and task for each work period.
 - B. Records use of "choice time."
 - C. Rates (evaluates) effort.
- III. Important ideas to consider
 - A. Children respond best when involved in the planning. The most effective work is done when
 1. pupils have helped set goals (quantity) that they agree are reasonable and fair
 2. pupils have agreed on expectations (quality, responsibility, trust) regarding work
 3. pupils have determined with the teacher what standards of behavior are acceptable for work and choice time (and decide on a fair alternative if an individual fails to meet standards).
 - B. The contract must be clear to all. (Posted?)
 - C. Choice time should be an earned reward attainable by each child.
 - D. Roles can gradually shift toward the child as his own manager and teacher, while you become a helper. Children like power and respect.

Sample Contract

IVY CONTRACT FOR (date) :		(name)	
Rating: 0=no effort; 1=a little effort; 2=fair effort; 3=good effort; 4=extra good effort; 5=my very best effort			
Period	WORK DONE	Rating	CHOICE ACTIVITY
		Rating	TEACHER'S NOTES
I 8:45-9:30			
II 9:30-10:00			
III 10:20-11:00			
IV 11:00-11:45			

MY PLANNING CHART:					DATE:	
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
MATH GOALS						
MATH DONE						
READING GOALS	SULLIVAN to p. READING WB p. PHONICS TAPE STORY TAPE	SULLIVAN to p. READING WB p. PHONICS TAPE STORY TAPE	SULLIVAN to p. READING WB p. PHONICS TAPE STORY TAPE	SULLIVAN to p. READING WB p. PHONICS TAPE STORY TAPE	SULLIVAN to p. READING WB p.	
READING DONE	SULLIVAN to p. READING WB p. PHONICS TAPE STORY TAPE	SULLIVAN to p. READING WB p. PHONICS TAPE STORY TAPE	SULLIVAN to p. READING WB p. PHONICS TAPE STORY TAPE	SULLIVAN to p. READING WB p. PHONICS TAPE STORY TAPE	SULLIVAN to p. READING WB p.	
CHOICE TIME						